



SEND

School Information

2020-2021



De Bohun Primary School

How do support children/young people with special educational needs or disabilities?

Our vision and how we hope to achieve it

“From possibility to reality”

The staff of De Bohun Primary School recognises that all children in their care have individual needs; every effort is taken to ensure that every child’s needs are met. All children have the right to access a broad and balanced curriculum, at De Bohun we achieve this by:

- Ensuring children are valued equally
- Ensuring all children make progress
- Ensuring barriers to learning are identified and action is put in place
- Providing an inclusive environment
- Consultation with Parents/carers throughout the process
- Working with the Local Authority (LA) and other agencies
- Maintain and develop a range of expertise within the school
- Monitor, review and evaluate policy and provision on a regular basis



Type of school/college

De Bohun is a 2 form entry Primary school with a Pre-school and Nursery provision and an Additional Resource Provision (ARP) for children with Complex Needs (from Year 1 onwards).

The age range is 3-11

Our attached Children’s Centre provides opportunities for families with children under 5, to learn, develop and have fun. It is a place for families to attend free courses, workshops and drop in sessions. Children's Centres bring together a wide range of services and support for families with young children.



Our Ofsted rating

De Bohun's last OFSTED rating in January 2020 was: 'Good' in all areas.

Our report states "parents and carers explained that staff routinely go the extra mile to help children to be successful. This includes helping them to settle when they first start, making sure their children's special educational needs are met, and never giving up on finding solutions to difficulties. Although they live some way from the school, several parents gladly make the daily journey because of what the school offers."

How do we know if a child/young person has special educational needs?

At De Bohun all children are monitored potential concerns are highlighted through:

- Ongoing teacher assessments
- Ongoing monitoring of behaviour
- Termly Passport meetings with parents via telephone or zoom
- Inclusion Team Meetings
- Flowchart of identifying need
- The progress concern referral discussed with the SENCo, completed by teachers after consultation with parents/carers
- Fortnightly Enhancing Outcomes Meetings

Parents are able to raise concerns through a variety of ways:

- Making an appointment with the class teacher via telephone or zoom
- Making an appointment with the SENCo via telephone or zoom
- Members of SLT are in the playground each morning
- Staff are available to discuss concerns and share strategies with parents via telephone or zoom
- Home school liaison book (daily where appropriate).
- Parents' Evening via telephone or zoom



What do we do to help children/young people with special educational needs?

- The class teacher is responsible for all children in their class and provides Quality First Teaching ensuring all needs are met during lessons, including adult support where necessary
- The school has a Provision Map which is updated when needed. This provides an outline of additional interventions the school is currently providing. Interventions are carefully selected for each child and these are monitored to ensure progression is tracked.
- Staff use the progress concern referral to enable concerns to be discussed at the Inclusion meeting
- Children are highlighted at Enhancing Outcomes Meetings and then reviewed every fortnight
- The Special Educational Needs Coordinator (SENCo) is responsible for Individual Learning Passports and hosts termly meetings with Parents/Carers and class teachers to discuss progress and review targets via telephone or zoom.
- Support Staff have regular meetings to discuss children's needs and ensure effective support.
- Inclusion Team have regular meetings to discuss individual needs
- Children are enabled to access all aspects of school life.
- Personalised resources will be available to help support the children's understanding of the Coronavirus and returning to school.
- If a child has an EHCP, it will be delivered as much as possible, whilst still observing social distancing and government guidelines
- To support children with SEND with their hand-washing, this will be built into their daily timetable. Children will wash their hands when they arrive and before they leave at the end of the day. Adults will then support the children to wash their hands throughout the day.
- If a child is unable to attend school, due to illness, family isolating or they are becoming increasingly distressed due to the changes at school, work will be provided. This will be through Google Classroom. The children will have access to the same work they would receive if they were at school, along with any bespoke learning or tasks based on their EHCP outcomes. This is monitored weekly by the class teacher and SENCo

How do we adapt our teaching for children/young people with special educational needs?

- Class teachers plan lessons according to the specific need of all groups of children in their class and will adjust in order to enable all children to access their learning as independently as possible.
- Tasks are differentiated to your child's needs and a range of resources and scaffolding is chosen to support their learning and encourage independence.
- There are opportunities for challenge for all children
- Some children use SEND assessment grids, allowing the objectives to be broken down into chunks to allow for small steps of progress. Teachers will plan and adapt teaching based on the objective the child is working from.
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How do we decide what resources we can give to a child/young person with special educational needs?

- Class teachers are supported in planning for children with SEND. They are signposted to additional learning resources.
- Training needs for all staff to improve the learning of all children with SEND are arranged. Staff consult with other professionals to identify new learning programmes that will support learning.
- The school has a provision map showing the range of provision, additional staffing and support that is available to support pupil learning.
- Parents/Carers are invited via telephone or zoom to termly passport meetings where they can learn strategies to support their child's learning at home
- All interventions are reviewed and the impact is measured regularly.
- Inclusion meetings with the SENCo, DHT and AHTs are held to discuss the needs of the children and strategies/resources that can be put in place



How do we check that a child/young person is making progress?

- Children's progress is continually monitored by the class teacher and senior leaders.
- Progress is reviewed every term in reading, writing and maths. Progress in other areas such as attendance and behaviour are also monitored.
- Children are assessed at the end of each Key Stage (Year 2 and Year 6) through formal assessment using Standard Assessment Tests (SATs). The results from these tests are published nationally.
- Children with Education and Health Care Plans (EHCP) will have a formal Annual Review via telephone or zoom to discuss strategies and progress, with appropriate adults invited to the meeting.
- Children identified that are struggling to make progress are tracked on assessments grids that are broken down into smaller steps to allow for progress to be made at a slower rate
- If a child is not making expected progress, the class teacher will discuss concerns at the fortnightly Enhancing Outcome Meeting and interventions and additional learning resources may be put in place to support learning. If progress is still not being made, parents will meet with the class teacher telephone or zoom to discuss concerns and a referral may be made. The SENCo also attends these meetings
- Teachers make requests to the SENCo when concerns arise through the Progress Concern Referral
- IEPs are reviewed termly to monitor progress against the child's individual target with parents and teachers via telephone or zoom
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How we keep parents informed?

- Termly report cards are sent out to parents.
- Parents' Evening is held twice a year to discuss progress via telephone or zoom
- SEND IEP meetings are held termly with parents of children on the SEND register to discuss progress and review targets via telephone or zoom.
- Weekly home school liaison
- Some children have a daily home school book
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- Parents are contacted if the teacher has ongoing concerns

What support do we offer for children's/young people's health and general wellbeing?

Health/Medical

- If you inform the school that your child has medical needs, you will be invited into school to discuss needs and provision. A medical care plan may be completed for children with medical needs and this plan will be reviewed regularly. All medical information will be given to all adults working with the child.
- All medicines are carefully monitored and recorded.
- The school nurse can be contacted to support any medical need and provide advice.
- Children's needs will be taken into account when accessing all school activities- including trips.
- Pupils with physical disabilities and some pupils with other learning needs have plans in place to support the safe evacuation from the building in an emergency.
- If you have medical concerns please email our Medical support z.rabinska@debohun.enfield.sch.uk
- Work is provided by school to support the learning of children absent from school due to medical needs.

Social/Emotional

- All children are encouraged to work together.
- A range of strategies including social stories are available to support transitions.
- New children are provided with an appropriate 'buddy' to support in class and at break times.
- All staff are made aware of children with social/emotional needs and reasonable adjustments made as necessary.
- Parents are supported to access appropriate extended support/agencies.
- If necessary staff will be notified of any safeguarding concerns.
- Concerns raised at Enhancing Outcomes Meetings or from the Inclusion meeting are passed to our Well-Being Lead
- Fiona Neville, (Well-Being Lead) reports back any concerns/updates at weekly meetings with the AHT or SENCo



Physical/Sensory Needs

- Advice is taken from external agencies for specific needs (e.g. visual impairment/hearing impairment)
- Support is provided to facilitate access to the building where possible.
- Our school building is listed, which prevents us from making any major modifications. All possible adaptations are discussed with our site manager.

Behaviour

- To support appropriate behaviour, the class teacher shares strategies with parents when necessary.
- Home school books are provided where required to support communication between home and school.
- Additional support will be implemented if needed and advice requested from additional professionals if required.
- The behaviour policy is implemented by all staff.
- All incidents are monitored and recorded according to the behaviour policy and action is taken by the appropriate member of staff.
- Children in our ARP have slightly different behaviour guidelines to follow due to their needs
- Monitoring allows for patterns/triggers to be identified.

Child's Views

- Children contribute in the termly SEN meeting.
- Children with EHCP plans contribute to the Annual Review.
- School council meetings where each class in KS1/2 are represented, allow the children to discuss school matters.
- Pupil opinion is gathered termly from intervention groups, as well as through the school council, termly reports and annual questionnaires.
- The mountain model is used to allow for self-assessment and pupil voice to be recorded
- Children are encouraged to complete the weekly homework sheet.

Trained staff working at school:

- SENCo
- Well-Being Lead
- Play Leaders
- Child Protection trained
- Approach trained
- Autism support trained
- First Aid trained
- Trained in specific interventions such as daily supported reading,
- Colourful Semantics, Language for Thinking, gross motor skills, phonics and maths.
- ELKLAN trained

Specialist external services we use/recommend when we think extra help is needed:

- Educational Psychologist
- Speech and Language Therapist
- Social Services
- Child and Adolescent Mental Health Services (CAMHS)
- Behaviour Support Service (BSS)
- Occupational Therapy
- Physiotherapy
- Family Support Unit
- Parent Partnership
- SENDIASS
- Children's Centre
- School Nurse
- National Autistic Society
- Outreach (Enfield Advisory Service for Autism, West Lea, Waverley and Oaktree)
- Enfield Parents and Children



- Joseph Clarke Service for Visual Impairment
- Hearing Impairment outreach
- Early Years Social Inclusion (EYSI)
- Family Support Unit
- Education Welfare Office
- Child Development Team
- Great Ormond Street Hospital
- Social Services
- Cheviots – Joint service for Disabled children



What training have our staff had or are getting?

- Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with SEND.
- Individual teachers and support staff have attended or will attend training courses that are relevant to needs of specific children.
- Training is provided to build the expertise of staff identified through Performance Management Meetings (PMMs).
- All staff have received training around the changes in the Code of Practice.
- Internal training is provided to introduce new techniques to support learning.
- Training is provided to all staff in the assessment of children with SEND.
- ASD training

How do we include children/young people in activities and school trips?

- All children are included in all activities with their peers and additional support is provided where necessary.
- Following the government guidance in relation to the Coronavirus, each child with an EHCP will have an individual risk assessment that will be shared with the parents at the start of the academic year.
- Strategies may be provided by class teachers to parents to prepare pupils for visits and activities, such as social stories.
- All children can participate in after school activities and the school will assist pupils with SEND to access these clubs with the appropriate support in place.
- There is support and structured activities available during playtime and lunchtime should a child require it
- Children from the ARP will remain in their ARP 'bubble' and will not join their mainstream classes as we are unable to mix the 'bubbles

Our school environment

- Due to the building being listed, it is not possible for all suitable adaptations to take place, so therefore the whole building is not accessible to wheelchairs at present.
- Classrooms and corridors are clearly lit and kept clear to ensure children with visual difficulties are catered for.
- The school can provide disabled changing and toilet facilities.
- When agencies advise, additional equipment is provided where possible.
- We have carried out environmental audits for specific children with visual and hearing impairments
- We have a bespoke sensory room
- The school has a one way system in place to allow for social distancing. This will be fully explained to the children with SEND.
- Children will enter the school at staggered times. The children in the ARP who travel to school by SEN travel assistance will continue to do this as they are remaining in the ARP bubble together. Masks will be worn by the children on SEN transport.

How do we prepare for children/young people joining our school and leaving our school?

- Admission interviews take place where all needs are discussed and SEND and medical are highlighted. This information is given to relevant staff to consider strategies needed before admission.
- We follow our admissions SEND flowchart
- When a child with SEND enters the school, strategies are put in place to support Inclusion.
- If a child with SEND is transferring from another school, staff will liaise with the existing school.
- If there are spaces available, a child requesting a transfer into the ARP has to go through the Local Authority. The SENCo and ARP Leader will visit the child in their current placement or home prior to deciding if De Bohun should be named as provision. If the child is offered a place in the ARP the pupil will be provided with social stories to help with transition.
- If your child is moving to another school relevant paperwork is provided and strategies shared.
- Our SENCo makes contact with SENCos from secondary schools to discuss provision and share strategies.
- Transition Groups may be provided to support with the move to secondary school.
- When moving classes, within De Bohun, information and strategies are passed on to the new teacher in advance through a transition meeting with the current teacher and if necessary the SENCo.
- If a child is returning to school after a long period of absence, they will receive social stories, videos from their teacher, pictures of their class and school environment and anything else deemed necessary to support a smooth transition

How are parents involved in school life?

- Parents are encouraged to discuss any concerns at the first opportunity with the class teacher via telephone or zoom.
- Parents are encouraged to join the Friends of De Bohun to support the school through fundraising activities.
- Parents have the opportunity to discuss progress at Parents' Evenings, IEP Passport Meetings and Annual Reviews via telephone or zoom.
- Parents are encouraged to communicate with the class teacher through the Home School Liaison Book weekly.
- Parents are invited to support all events held by the school.

- Parents have the opportunity to complete Parent Questionnaires annually.
- There is a link to OFSTED Parent View on the school website.
- Dual Language staff are available to support parents in meetings or parents are encouraged to bring their own support.
- Homework club is supported by staff and is available for all pupils to access.
- Parent forums after class assemblies

Who to contact for more information or to discuss a concern

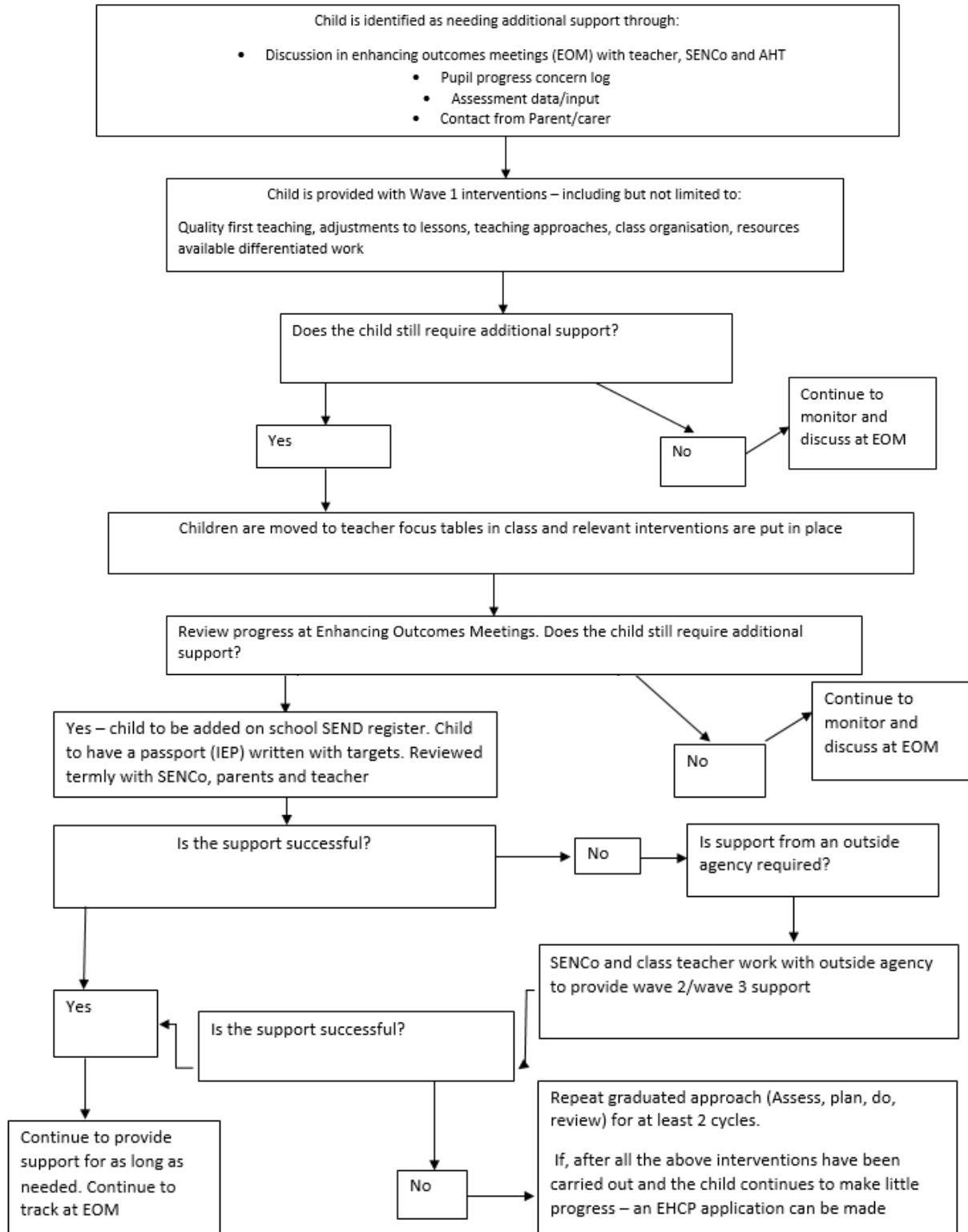
If you have a concern please contact your child's teacher at the end of the school day or via the Home School Liaison Book

If necessary an appointment can be made with other members of staff, such as

- Suzie Ashworth (SENCo) (senco@debohun.enfield.sch.uk)
- Zoe Ansell (Deputy Head teacher),
- Jo Auvache (AHT Year 4,5,6),
- Sandie Perkinton (AHT Year 1,2,3),
- Sadie Moorhouse (AHT EYFS)
- Lisa Younger. (Attendance Officer)
- If you are considering joining the school, contact the school office for a prospectus and to arrange a visit.
Tel 0208-449-4402 office@debohun.enfield.sch.uk

Our offer to children with special educational needs and disabilities was prepared in July 2020, taking into account the government guidance on Coronavirus. This will be reviewed in July 2021.

De Bohun School SEND Flowchart for identification of need and support



Admissions:
SEND into Mainstream.

The admissions process for a child with an EHCP requesting a mainstream place follows this procedure. The Inclusion Team comprises of Zoe Ansell – Deputy Head Suzie Ashworth – SENCo & Assistant Head Teachers responsible for each phase

The LA sends a copy of the Educational Health Care Plan to De Bohun or the parents approach the school and provide supporting information



The SENCo will review the information received from the LA / parent. A home/school assessment visit will then be arranged. This will be undertaken by the Inclusion Team.



Parents will be invited for a meeting with the Inclusion Team to discuss the strengths and challenges of their child and whether the child's needs can be met. This visit will include a tour of the school



The child will then be invited to attend a taster session at De Bohun School allowing further observation and feedback from teaching staff, support staff.

This takes into account how the child functions within the context of the class/school environment and the dynamics with the proposed peer group.



The Inclusion Team will convene and review the paperwork, assessments and information regarding the pupil and discuss whether De Bohun can fully meet their needs. The final decision for offering a place lies with the Head Teacher.



A place is then offered or declined based on the information gathered during this process



When a child is offered a place at De Bohun School the LA will inform the child's family. The school will then contact the family and arrange a full visit, transitions and discuss needs.

A placement will be agreed if:

- The school can meet the child's needs
- There is a vacancy in the appropriate age group
- It is compatible with the interests of other pupils already in the school

Admissions:

SEND into Additionally Resourced Provision.

The admissions process for a child with an EHCP requesting an ARP place follows this procedure. All admissions into the ARP must come through LA SEN services

The LA sends a copy of the Educational Health Care Plan to De Bohun along with a consultation form with a specific timeframe (15 calendar days)

The SENCo will review the information received. A home/school assessment visit will be arranged to see if the ARP will be able to meet the needs of the child.

After the assessment visit, if we feel we cannot meet the needs of the child, the consultation form will be sent to the LA stating this.

If the home/school assessment is successful, parents are encouraged to tour the ARP provision (if they haven't already done so)

The child will then be invited to attend a taster session in our ARP allowing further observation and feedback from the ARP Leader.

This takes into account how the child functions within the context of the class/school environment and the dynamics within the ARP

After the taster session, if we feel we cannot meet the needs of the child, the consultation form will be sent to the LA stating this.

The Inclusion Team will review the paperwork, assessments and information regarding the pupil and discuss whether De Bohun ARP can fully meet the needs of the child. The final decision for offering a place lies with the Head Teacher.



The consultation form will be returned to the LA stating we can or cannot meet the needs of the child. If we are able to, the EHCP must name De Bohun ARP



When a child is offered a place at De Bohun ARP the LA will inform the child's family. The school will then contact the family and arrange a full visit, transitions and discuss needs