



**SEND**



# **School Information**

**2017-18**



De Bohun Primary School

HOW WE 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 special needs; each child is seen as an individual and every effort taken to ensure that his/her 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
- 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 we are**

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.

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 July 2016 was: ‘Good’ in all areas.

Our current report states “Pupils who have special educational needs and/or disabilities, including those in the specially resourced provision, achieve well. Teaching is carefully matched to their individual needs.” July 2016

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

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

- Termly Pupil Progress Meetings
- Inclusion Team Meetings
- Parents' Evening
- The Pupil Progress Concern Log (PPCL) system completed by teachers/TAs after consultation with parents/carers
- Staff are available to discuss concerns and share strategies with parents.
- Home school liaison book (weekly).

Parents are able to raise concerns and to make an appointment to speak to the class teacher or other member of staff if necessary.



## What 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 PPCL to enable concerns to be referred.

- The Special Educational Needs Coordinator (SENCO) is responsible for Individual Learning Passports and hosts termly Special Educational Needs and Disability (SEND) meetings with Parents/Carers and class teachers to discuss progress and review targets.
- Support Staff have regular meetings to discuss children's needs and ensure effective support.



### **How 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.

### **How 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. This can be whole school training or identified groups and individuals.
- 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 to meetings where they can learn strategies to support their child's learning at home
- All interventions are reviewed and the impact is measured regularly.



### **How we check that a child/young person is making progress and how we keep parents informed**

- 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.
- Parents' Evening is held twice a year to discuss progress.
- SEND meetings are held termly with parents of children on the SEND register to discuss progress and review targets.
- Children with Education and Health Care Plans (EHCP) and Statements will have a formal Annual Review to discuss strategies and progress, with appropriate adults invited to the meeting.
- If a child is not making expected progress, the class teacher will discuss concerns at PPMs 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 to discuss concerns and a referral may be made.

### **Support we offer for children's/young people's health and general wellbeing**

#### **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.
- Children's needs will be taken into account when accessing all school activities.
- 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.

#### 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 needs.
- If necessary staff will be notified of any safeguarding concerns.

#### 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.

#### ATTENDANCE

- Children must attend school every day to ensure they are making good progress.
- Attendance is monitored by the Attendance Officer and action taken if necessary by the Education Welfare Officer. (EWO)
- Breakfast Club is available for all children and supports good attendance.
- The school encourages good attendance through a range of strategies and incentives.
- Work is provided by school to support the learning of children absent from school due to medical needs.



### 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, annual reports and annual questionnaires.



### Specialist staff working at school:

- SENCO
- Play Leaders
- Child Protection trained
- Primary Speech and Language supporting pupils in the classroom
- 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.

### 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
- Children's Centre
- School Nurse
- National Autistic Society
- Outreach (Russet House, West Lea, Waverly and Oaktree)
- Enfield Parents and Children



**The training our staff have 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.



**How 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.
- Risk assessments for children with needs are written to ensure safety and accessibility for all and are discussed with parents.
- 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.

**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, where possible is provided.

#### **How 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.
- When a child with SEND enters the school, strategies are put in place to support learning.
- If a child with SEND is transferring from another school, staff will liaise with the existing school.
- A child requesting a transfer into the ARP will be seen in their current placement or home visited by staff 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.
- Visits are arranged for the pupils in Year 6 to view their new secondary school.
- If possible staff from the new secondary school will visit Year 6 children in their current setting.
- When moving classes, within De Bohun, information and strategies are passed on to the new teacher in advance through a meeting with the current teacher and if necessary the SENCo.



#### **How parents are involved in school life**

- Parents are encouraged to discuss any concerns at the first opportunity with the class teacher.
- 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, SEND Meetings and Annual Reviews.
- 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 dual language staff and is available for all pupils to access. It allows parents to access strategies to help support learning at home.

**Who to contact for more information or to discuss a concern**

- If you have a concern please liaise with 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 Zoe Ansell (Acting Deputy Headteacher), Jo Auvache (AHT KS2), Sadie Foley (AHT KS1/EYFS), Vicki Plume (SENCo), and 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)

**Our offer to children with special educational needs and disabilities was prepared in July 2017, and will be reviewed in July 2018.**

