SEND Information Report

How can we help?

BONEY HAY PRIMARY ACADEMY

What to do if you think your child has special needs?

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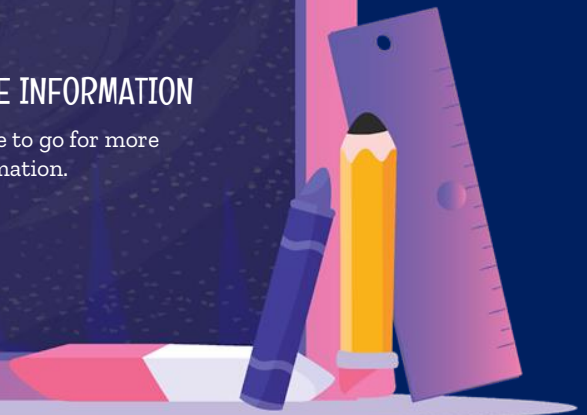


01 VISION & VALUES

At Boney Hay we are guided by our vision:

The Child is the Centre

At Boney Hay Primary Academy, we are inclusive. The school motto, the child is the centre, is underpinned in all that staff plan and do. Every child has the right and entitlement to a broad and balanced, relevant and differentiated curriculum, which is delivered appropriately to meet a range of needs and abilities.

We recognise that children with special educational needs and disabilities will have the right to work successfully alongside their peers.

- Children with special educational needs and disabilities may need additional help and support to enable them to take advantage of all the opportunities open to member of the school and we aim to ensure every child can access all experiences

Our work is underpinned by our values which we demonstrate through all that we do.

WHAT ARE SPECIAL EDUCATIONAL NEEDS?

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

For children aged four or more, special educational provision is educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools or by relevant early years providers.

We provide SEN support for learners with the following difficulties:

COMMUNICATION & INTERACTION

SOCIAL, MENTAL & EMOTIONAL HEALTH

SENSORY AND/OR PHYSICAL

COGNITION & LEARNING

02

RAISING A CONCERN

What should I do if I think my child has Special Educational Needs?

RAISING A CONCERN

We have an open door policy and are always happy to speak with you about your child and their needs.

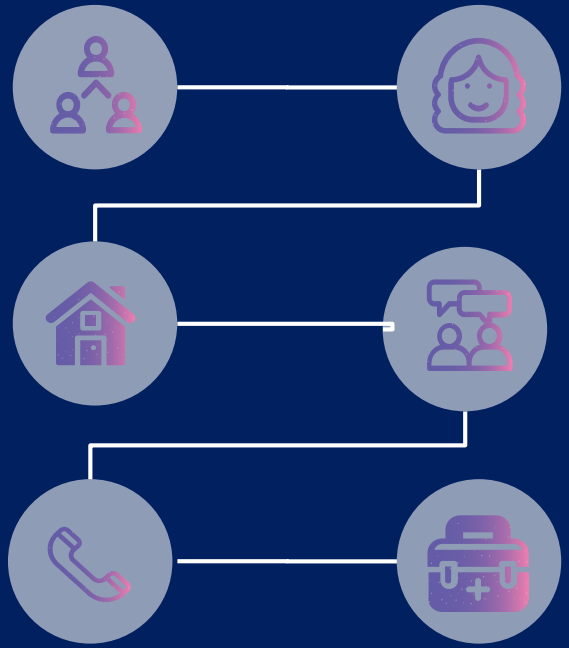
The first port of call when raising a concern is your child's class teacher.

It is useful to share with them the difficulties your child experiences at home.

The teacher will seek support from our SENCo to begin a plan of action for your child.

You can speak with the SENCo directly by contacting the school office.

If your child's needs may be medical you may wish to consult your GP or Health Visitor.



03
OUR SUPPORT

What support is available?
How will I know what extra support my child is receiving?
How will I be involved in planning for my child's educational needs?

THE SEN PROCESS

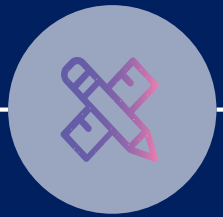
ASSESS

Assess the indiviudal child's needs

PLAN

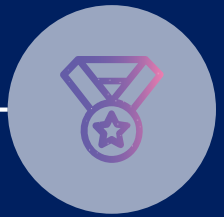
Plan appropriate support and intervention

DO



Put the planned provision into action

REVIEW



Review progress that has been made before re-assessing and starting the cycle again.

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 we will make simple adjustments to the quality first teaching the child receives, to target their areas of need in the classroom.

If a child's progress continues to be less than expected we will review their needs and begin to look at a plan to support learners more formally.

Individual Learning Plans are then created to provide specific, targeted support. These are overseen by class teachers in collaboration with the SENCO, and often intervention and support is provided by learning mentors and teaching assistants.

ILPs are reviewed regularly to review the impact of the provision provided in order to identify the most effective support for each individual learner.

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.

For a small percentage of pupils, whose needs are significant and complex, the special educational provision to meet their needs cannot be provided from within the school's own resources and a request may be made to 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, parents and children will contribute to the assessment. If successful, the local authority will issue the EHCP.

PARENTS AS PARTNERS

- All of our schools have an open door policy for parents and we actively encourage all parents to be fully involved in their children's learning and the wider school community. Family meetings are held at least once per term to discuss the provision in place for learners with additional needs, and this includes the opportunity to regularly feedback on the effectiveness of the provision in place and discuss any plans for changing/ adapting provision moving forwards.

Individual Learning Plans will be shared with parents following these meetings and will always include ideas and suggestions as to how parents and carers can support their child in meeting the targets set for them.

A LEARNER-CENTRED APPROACH

We believe it is important to include the child in all of the decisions made about their education and provision.

As soon as children are able to they will be involved in meetings to talk about their hopes and dreams for the future. Learners will contribute to the target setting and review process and be encouraged to reflect upon the progress they have made.

Within the ILPs there are specific actions which the child is responsible for, this may be completing homework tasks, bringing equipment or asking for help, but it is clear that they have a role to play in meeting the targets set for them.

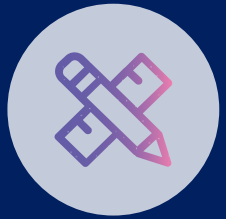
Learners with an Education Health Care Plan will be invited to share their views to review the provision in place to support.

04

INCLUSION

How will we ensure that your child is incuded in all aspects of school life?

CURRICULUM



We ensure that all learners able to access the whole-curriculum through differentiating activities, providing additional small-group and 1:1 support, planning interventions and pre-teaching opportunities, utilising access arrangements for statutory testing and modifying the curriculum content where appropriate.

EXTRA-CURRICULAR

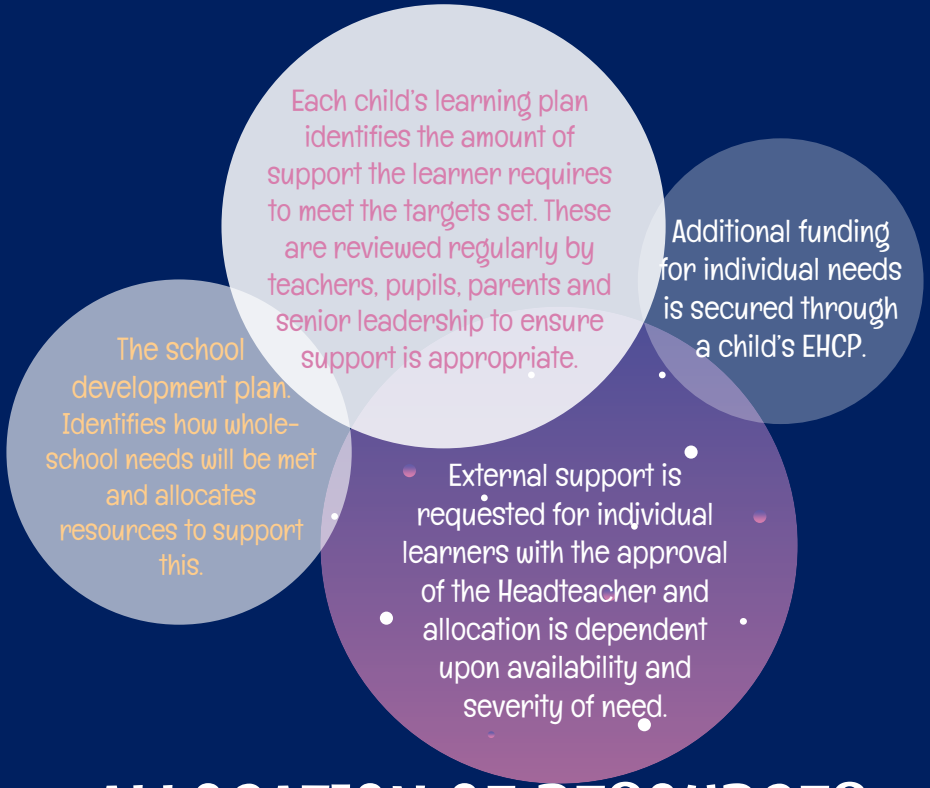
All children are welcome to attend lunchtime and after school activities, including clubs and events. For some children, a specific risk assessment may have to be undertaken to ensure that all partipants are kept safe. Reasonable adjustments are made to make sure that every child can make the most of every opportunity school-life presents them.

TRANSITION

Learners with SEN are supported throughout the key transitions to and from our schools, knowing that a smooth transition sets our learners up to achieve great things. We hold meetings with parents and the sending/ recieving school when pupils start in Reception and when they leave in Year 6.

PUPIL WELL-BEING

The well-being of all our pupils is taken very seriously and as such we have a wealth of support in place to help our learners in times of need. These include 1:1 sessions to talk to a trusted adult, group nurture sessions and additional interventions.



ALLOCATION OF RESOURCES

SITE ACCESSIBILITY

Much of our school site is accessible by wheelchair, although some areas are not yet wheelchair friendly.

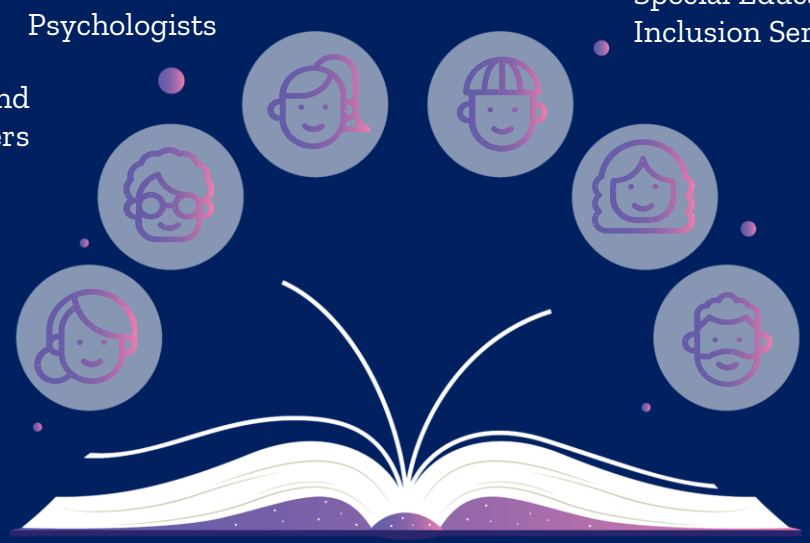
Site visits to see if we are able to accomodate individual physical needs are encouraged.

Further information regarding the accessibility of our school and the improvements we are continually making is available on our school website here:

05 SPECIALIST SERVICES

Our staff are well-trained in supporting learners with special educational needs and we utilise all of their expert skills when designing provision for our learners.

We can also draw upon a wealth of specialist services to advise us and support us with specific learning needs.



Autism Inclusion Team

Hearing/ Visual Impairment Team

Educational Psychologists

Special Educational Needs Inclusion Service (SENIS)

Local Support Team and Family Support Workers

Experienced Teachers and specialised Learning Mentors

Education Welfare

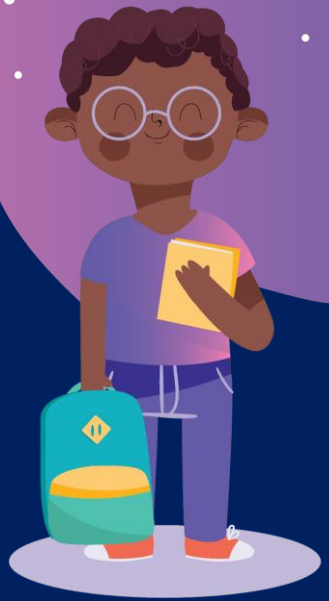
MAT SENCo and Inclusion Lead

School Nurse

Parent Partnership

Speech and Language Therapists

Child and Adolescent Mental Health Service (CAMHs)



06

MORE INFORMATION

We hope that you have found this information useful, please do ask if you need anything further.

LOOKING FOR MORE INFORMATION?

First point of contact should always be your child's class teacher, they are best placed to help support your child.

If you have a specific question regarding SEN or your child's provision, the SENCo, Miss Langston is also available to speak with you.

SENDIAS Website SENDIASS Contact Us (staffs-iass.org)

Staffordshire Connects website Staffordshire Connects

SEND Local Offer Video
Local Offer: Staffordshire (signed) (youtube.com)

Council for Disabled Children www.councilfordisabledchildren.org.uk

British Dyslexia Association www.bdadyslexia.org.uk

National Autistic Society www.autism.org.uk

Children and Young People's Autism Service Children and Young People's Autism Service :: Midlands Partnership University NHS Foundation Trust (mpft.nhs.uk)

CAMHS Staffordshire Connects | CAMHS (Child and Adolescent Mental Health Service) South Staffs

Stoke Speaks Out Parents & Carers | Stoke Speaks Out

Children's Language, Development and Parenting Advice BBC Tiny Happy People

THANKS

If you have any questions about our SEN provision please contact the school office and ask to speak to our SENCo, Miss Samantha Langston

BONEY HAY PRIMARY ACADEMY