



Boulevard Primary Partnership (BPP) (Germander Park, Southwood and Downs Barn Schools)

SEN Information Report / Offer

Meeting the needs of pupils with special educational needs and disabilities

The BPP are inclusive schools, which offer a range of provision to support children with Special Educational Needs and Disabilities (SEND). The range of support deployed will be tailored to meet individual needs following assessment by school staff or external agencies. It is designed to promote children becoming more independent and resilient learners and should not be seen in isolation. Special Education Needs is not a peripheral activity but part of the mainstream curriculum delivered to all children and the responsibility of all our teachers.

At the BPP schools, children are identified as having SEND through a variety of ways:

- Liaison with the child's previous school /early years setting.
- Concerns raised by parents/carers.
- Concerns raised by the child's class teacher or school SENCO (through assessment).
- Children who are identified by staff as having behavioural, social, emotional needs.
- Liaison with external professionals (e.g. speech and language therapist).
- A medical diagnosis.

How does the school know if children need extra help?

- Ongoing monitoring takes place by class teachers to identify pupils who are not making progress in the four areas of development: learning and cognition; communication and interaction; social, emotional and mental health and physical / sensory.
- After discussion with key staff and parents, if appropriate additional support will be put into place to provide enhanced support or resources, targeted small group and/or individual support to help overcome any difficulties.

What should a parent/carer do if they think their child may have special educational needs or a disability (SEND)?

Please initially contact the class teacher.

<p>Class teacher</p>	<p>He / she is responsible for:</p> <ul style="list-style-type: none"> ○ Adapting and refining the curriculum to respond to strengths and needs of all pupils. Checking on the progress of all children and identifying and planning the delivery of any additional support (it may not be in class teacher delivering this support but he/she will oversee the work). ○ Contributing to devising personalised learning plans to prioritise and focus on the next steps required for children to improve their learning. ○ Applying the school's SEND policy. <p>If Parent/Carer's have concerns or are worried about their child/ren you should speak to the child's class teacher first. They may then be directed to the SENCO.</p>
<p>Special Educational Needs Coordinator</p> <p>Miss Nicky Lake (Germander Park)</p> <p>Mrs Elizabeth Randall (Downs Barn)</p> <p>Mr Iain Farrington (Southwood)</p>	<ul style="list-style-type: none"> ○ He / she is responsible for ○ Coordinating provision for children with SEND and developing the school's SEND policy ○ Ensuring that parents are: <ul style="list-style-type: none"> ▪ Involved in supporting their child's learning and access to the curriculum ▪ Kept informed about the range and level of support offered to their child ▪ Included in reviewing how their child is doing ▪ Consulted about planning successful movement/transition to a new class or school ▪ Liaising with a range of agencies who can offer advice and support to help pupils overcome any difficulties ▪ Providing specialist advice and facilitating training to ensure that all staff are skilled in and confident about meeting a range of needs.

How will school support a child who has been identified as having special educational needs or a disability?

- In all year groups, children will have access to the curriculum through differentiated learning, tailored to the child's need or through access to learning support staff.
- Regular intervention programmes are available in all classes to support children to make progress with their learning.
- Class teachers organise and plan for intervention with support from the SENCo or outside agencies as required.
- In some circumstances, the use of our High Needs Provision Unit on site will best suit the child's individual needs.

Strategies and programmes to support Speech and Language

- Speech and Language Therapist advice is implemented by teaching staff.
- Speech therapy individual or group work can be delivered by support staff following speech therapist advice.
- Lanyards with visuals worn by all staff for communication.

Strategies to support and develop English

- Small group intervention programmes to support reading and writing.
- Little Wandle Letters and Sounds Revised scheme.
- Smaller groups or additional adult support, to aid QFT.

Strategies to support and develop Maths

- Small group intervention programme to fill gaps and consolidate learning.
- Opportunities for over learning.
- Smaller groups or additional adult support, to aid QFT.

Strategies to support and develop independent learning

- Now and Next Boards.
- Visual timetables for class & individuals.
- Job lists and individually designed checklists.

Strategies to support and modify behaviour

- School sanctions and reward systems as set out in the School Behaviour Policy.
- Mentoring and guidance from all staff.
- Lanyards with visuals worn by all staff for communication.

Support and supervision at unstructured times of the day including personal care

- Trained staff supervising during break time.
- Access to structured activities overseen by an adult indoors and outdoors as appropriate during lunch times.
- Trained first aid staff available all day.

Planning, assessment, evaluation and next steps are always agreed through

- Provision maps are written and regularly monitored and updated to show provision for all children and individual SEN children.

- Provision maps are developed and written in school to reflect provision available.
- All lessons are differentiated to take account of individual needs.
- Pupil progress assessed and reviewed half termly with senior leaders.
- Clear support plans for pupils who have needs but don't have specific targets from other agencies.
- Regular reviews with parents and gaining the views of the pupil.
- Where applicable an Education Health care plan.

All provision is reviewed by Senior Leadership Team and Governors.

How will the curriculum be matched to the child who has special educational needs or a disability?

Quality first teaching is in place in all classes for all pupils to access the curriculum. Teachers are skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupil's needs and requirements.

Differentiation is approached in a range of ways to support access and ensure that all pupils can experience both success and challenge in their learning.

Grouping arrangements are organised flexibly with opportunities for both ability and mixed groups to maximise learning opportunities for all.

Additional adults are used flexibly to help groups and individual pupils develop independent learning skills.

Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support.

How will school and the parent know how well the child is doing and how will school help the parent to support their child's learning?

Additional support is documented in a year-group provision map. In consultation with the SENCo and parents, short term targets are agreed which prioritise key areas of learning or behaviour to address and by which progress can be measured. Where external agencies are involved, their advice and recommendations are included in the provision map. Actions agreed take into account each pupil's strengths as well as their difficulties.

Tests and Examinations: Access Arrangements

For some pupils, additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time, rest breaks or the use of a scribe or word processor. The relevant teacher will inform parents about eligibility and applications for these arrangements.

Parental involvement

We value parents as partners in their child's learning journey. All parents are encouraged to contribute to their child's education. This may be through:

- TLC's (Termly learning conversations).
- Working with their child at home by hearing them read regularly, supporting completion of home learning.
- Ensuring their child has good attendance and punctuality.
- Ensuring their child is ready for school; sufficient sleep, nutritious breakfast and have all they need with them - well equipped for learning.
- Attending courses, training or information events at school or outside of school.
- Where appropriate the school will help parents find training and events to maximise learning opportunities for all.

What support is offered from the school to ensure the well-being of the child who has special educational needs or disabilities?

Attendance support

- Attendance will be closely monitored and discussed with parents

Behaviour support

- Behaviour will be monitored and discussed with parents where necessary.
- Where appropriate behaviour will be monitored through a visual sticker report
- Exclusions will be used when necessary following the school and local and National guidelines.
- Restorative practice is used to resolve conflicts and difficulties.

Medical support

- All medicines will be administered following the school policy.
- Where more specialist medicines or care are required this will be provided where possible. This will depend on having available and trained staff. A Care Plan will be agreed between the medical professionals, parents and school staff. The child's/parent's views will also be taken into account.
- The school works closely with medical professionals to support a child with medical needs.

Pastoral Support

Strategies to support the development of pupils' social skills and enhance self-esteem:

- Good on-going relationships with peers and adults in school.
- PSHE Curriculum.
- Small group programmes.
- Input from the LAB.
- Lunch and after school Clubs.

Strategies to reduce anxiety and promote emotional wellbeing

- Regular contact, communication and liaison with parents.
- Emotional Literacy.
- Transition support when transferring from one year group to another as well as from pre-school or home and to Junior or Secondary school.
- Consistency of approach by all adults.
- Regular planned opportunities for children to give their views.
- Sensory breaks.
- Restorative practice.

What specialist services and expertise are available at or accessed by the school?

<p>The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. The school fosters liaison and communication with professionals and parents.</p> <p>The school organises:</p> <ul style="list-style-type: none"> • Regular meetings as required. • After discussions with the class teacher meetings can be booked through the school with the school SENCO. • Referrals to outside agencies as required following internal and LA systems. • Speech and Language therapy for specific individual pupils. • Educational Psychologist visits. • Specialist teacher visits. • Communication with Medical Professionals – requesting advice as needed from school nurses, health visitors, doctors, hospitals and specialists. • Liaison with (CFP) Children and Families Practice MK. • Liaison with (CSC) Children’s Social Care. 	
<p>Independent Support Advice Milton Keynes Tel: 01908 254518 Galley Hill Education Centre Stony Stratford Milton Keynes MK11 1PA</p>	<p>The Independent Support Advice Service offers impartial information, advice, guidance and support to the parents/carers of a child (aged 0-19) with an identified special educational need, or where there is a concern that there may be a special educational need</p>
<p>Education Professional responsible for children who are looked after.</p> <p>School contact:</p> <p>Germander Park: Nicky Lake</p> <p>Southwood: Iain Farrington</p> <p>Downs Barn: Sarah Scott</p>	<p>The Milton Keynes Virtual School oversees and monitors provision for children who are in the care of the local authority.</p>

What training are the staff having or going to have to support children with special educational needs and disabilities?

Our SENCo actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEND.

An ongoing programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEND.

How will children with special educational needs and disabilities be included in activities outside the classroom including school trips?

Activities and school trips are available for all. Risk assessments are carried out and where appropriate are discussed with parents and procedures are in place to enable where possible all children to participate. If it is deemed appropriate that an intensive level of 1 to 1 support is needed, a parent or carer may be asked to accompany their child during a specific activity.

How accessible is the school environment for children with special educational needs and disabilities?

The entrance and exits to school are accessible.

The school have accessible toilets available.

Disabled space marked out in the car park.

Where possible and appropriate, translators will be used to support parents where English is not their first language.

How will the school prepare and support the child who has special educational needs or a disability to join the school and then transfer to a school for the next stage of their education?

Children and young people with SEND can become particularly anxious about “moving on” so we seek to support successful transition.

When starting at our school with no previous school experience:

We will conduct a home visit and talk to parents about their child’s previous learning experiences. Where relevant and with permission we will talk to previous settings. With parents’ permission we will ask the previous setting for information about special arrangements, support for that child and previous targets.

When starting at our school having attended another school

The previous school will send to us any educational records including any special arrangements, previous support and targets.

When moving to another school:

Moving from Year 2 to 3 or Year 6 to Year 7

The school will pass on details of the specific needs of your child and the nature and level of support which has had the most impact.

In some cases, additional multi-agency meetings may be arranged to create a more detailed “transition” plan which may include more visits to the new school and/or additional visits from the new school to see the child in their current setting.

We will ensure that all records are passed on as soon as possible. The school may put a passport in place to support the transition process.

When moving classes in school:

An information sharing meeting will take place with the new teacher.

Transition to a child’s new class takes place at the end of the summer term, to familiarise them for the following September.

How are the school’s resources allocated and matched to the child’s special educational needs and disabilities?

Currently mainstream schools have funding delegated to their budgets for Special educational needs.

Top-up funding can be applied for children whose high needs cost more than the nationally agreed threshold. To access this funding schools have to show clearly the provision they have in place using their delegation resources. This will be evident from the school’s provision management, pupils’ achievement of targets and progress.

The school SEND Budget is used to provide additional support or resources to support the needs of children.

This can be:

- Providing specialist equipment to support a need e.g.: a writing slope or exercise books using buff or cream coloured paper to reduce glare or visual distortion.
- Providing additional intervention programmes to help a child learn and progress.
- Directing the work of additional support staff.

Who can a parent/carer contact for further information at school?

Please initially contact the class teacher or SENCo. If you need further help you can contact

Head teacher He/she is responsible for:

- The day to day management of all aspects of the school, including the provision made for pupils with SEN.

SEN Governor He/she is responsible for:

- Supporting school to evaluate and develop quality and impact of provision for pupils with SEN across the school.

School Governing Body have a legal duty to:

- Ensure that all pupils with Special educational needs are appropriately catered for
- Be involved in the regular review of the school SEN policy
- Ensure that the SEN code of practice is followed

Independent Support Advice can be contacted at 01908 254518

Milton Keynes local authority special educational needs offer can be found on the council website.

If you are unhappy please contact the Head teacher - Kate Mathews (BPP).