



Boulevard Primary Partnership SEND Offer

Meeting the needs of pupils with Special Educational Needs and Disabilities (SEND).

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 SENDCo.
- Children who are identified by staff as having social or emotional needs.
- Liaison with external professionals (e.g. speech and language therapist).
- A medical diagnosis.

How does the school know if a child needs extra help?

- Ongoing monitoring takes place by class teachers to identify pupils who are not making progress in the four areas of development: cognition and learning; 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 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)?

If a parent is concerned about the progress of their child, they should initially contact the class teacher. However, we have an 'open door' policy and a parent may make an appointment with the school's SENDCo (Special Educational Needs Coordinator) to discuss any concerns further.

The class teacher is responsible for:

- 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.

The SENDCos are responsible for:

- Coordinating provision for children with SEND and developing the school's SEND policy
- 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
- Ensuring that parents are:
 - 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 transition to a new class or school

At Southwood, the SENDCo is Mr Iain Farrington.

At Germander Park, the SENDCo is Miss Nicky Lake.

At Downs Barn, the SENDCo is Mrs Elizabeth Randall.

How will school support a child who has been identified as having a Special Educational Need or Disability?

- In all year groups, children will have access to the curriculum through adapted learning, tailored to the child's need or through access to 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 interventions with support from the SENDCo or outside agencies as required.
- Children develop their social, emotional and mental health, through whole class Kaleidoscope or PSHE lessons, smaller social skills groups or 1:1 check-in time with an adult.

How will school support a child who has been identified as having a need for Speech and Language support?

- 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 are worn by all staff working with children with additional speech and language needs, to aid communication

How will school support a child who has been identified as having a need for OT Support, or support with physical needs?

- Children in Mallards and Ducklings have daily Sensory Circuits in the school halls, which enable physical development .
- PE interventions are also carried out by the Sports Coach when needed, to develop an

identified skill.

- At Germander Park, children access the soft play area for daily physical development (and children from Southwood visit this periodically too).
- Specific physical development needs for individuals will be delivered according to OT advice, where necessary.
- Individual children will be supported by Occupational Therapy according to need.

How will school support a child who has been identified as having a need for support with English development?

- Small group intervention programmes are used to support reading and writing.
- Little Wandle 'Letters and Sounds' scheme is followed with fidelity.
- Smaller groups or additional adult support is used, to aid QFT.

How will school support a child who has been identified as having a need for support with Maths development?

- Small group intervention programmes are provided to fill gaps and consolidate learning e.g. Number stacks.
- Opportunities for over learning are provided.
- Smaller groups or additional adult support is used, to aid QFT

How will school support a child who has been identified as having a need for support with independent learning?

- Now and Next Boards.
- Visual timetables for class and individuals.
- Job lists and individually designed checklists.
- Work stations.
- 'Red' and 'Green' task strategy.

How will school support a child who has been identified as having a need for support with 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.

How will school support a child who has been identified as having a need for 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.
- Appropriate staffing for intimate care (with records kept).

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.

ASC Units - 'Ducklings' and 'Mallards'

The BPP provides specialist support through the 'Ducklings' at Germander Park and 'Mallards' at Southwood School. The BPP currently supports placements for 8 children at each site (this will increase to 16 places at Germander Park and 24 places at Southwood). These children have EHCps, with their primary need being Communication and Interaction.

In each school, there is an environment designed to engage and challenge children with a range of abilities, including children who are pre-verbal or have a limited vocabulary. Staff support children through a 'total' communication approach, including sign language, gesture, written words, facial expressions and speech.

Learning is adapted to challenge the children from their starting points. They are supported through suitable concrete and visual resources by staff who have experience of assisting children with ASC. Normally this is facilitated through 1:1 learning opportunities and continuous provision available to them within the environment.

The children, where appropriate, have opportunities to socialise with other children in the school during break and lunch time and at Southwood, our KS2 children are offered specialist support children through the 'LAB' at set times during the week. There are regular circle times to share personal preferences and children have also enjoyed trips to local sites, such as Linford Wood and the Cinema.

The children's sensory needs are catered for through a calm, caring environment. The schools offer a range of 'cause and effect' toys to stimulate interest and extend their engagement. All staff are aware of their individual needs within their 'one-page profiles' to ensure the children are supported appropriately.

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.

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

The 'Ducklings' and 'Mallards' provision provides a bespoke curriculum. Where possible, the children will be given an opportunity to access the same curriculum as their peers. Through the day, they will access daily input for reading, writing and maths. However, as these children have unique starting points, specific to them, their curriculum will also be adapted. They will also follow a life-skills curriculum, that will include learning opportunities about how they can stay safe and build independence.

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

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 SENDCo and parents, short term outcomes are agreed which prioritise key areas of learning. 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. These are then reviewed half-termly, which enables teachers to assess progress and next steps.

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:

- TLCs (Termly learning conversations).
- Working with their child at home by sharing books regularly and 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.

Parents can discuss their child's learning at any point during the school year. If they wish to make an appointment with either, or both the class teacher and the SENDCo, they are free to do so by emailing or telephoning the relevant school.

What support is offered from the school to ensure the well-being of the child, who has a Special Educational Need or Disability?

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 is 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 (Southwood).
- Breakfast, lunch and after school clubs.
- Extra-curricular clubs.

Strategies to reduce anxiety and promote emotional wellbeing

- Regular contact, communication and liaison with parents.
- Kaleidoscope (Southwood) and appropriate school assemblies.
- 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, with targeted interventions where necessary.
- Regular planned opportunities for children to give their views.
- Sensory breaks.
- Zones of Regulation.
- Peer mentors (Southwood).
- Restorative practice.

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

The schools work 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 schools foster liaison and communication with professionals and parents.

The schools organise:

- Regular meetings as required.
- After discussions with the class teacher meetings can be booked through the school with the school SENDCo.
- Referrals to outside agencies as required following internal and LA systems.
- Speech and Language therapy for specific individual pupils.
- Educational Psychologist.
- Inclusion and Intervention.
- 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>The Milton Keynes Virtual School oversees and monitors provision for children who are in the care of the local authority.</p>

School contacts for LAC and PLAC are:
 Southwood: Mr Iain Farrington
 Germander Park: Miss Nicky Lake
 Downs Barn: Mrs Kate Mathews

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.

The schools have staff trained in a wide number of SEN programmes to develop the offer that we can provide. Across the schools, we have staff that have attended CPD on the following courses in the last two years:

<ul style="list-style-type: none"> • Attention Autism • Intensive Interaction • Developing use of 'in print' to make visuals • Colourful Semantics • Sign a long • Communication boards • Blank Level Questions • Using TEACHH to help children learn • TACPAC • Zones of Regulation • Understanding Autism • ELKLAN SALT • Mental Health and Well-Being in all children 	<ul style="list-style-type: none"> • Making Maths Meaningful (and fun) for pupils with SEN • Helping SEN children build friendships • Top 10 Tips for supporting children with SLCN in class • Effective Support for children with Downs Syndrome • Effective reading strategies for learners with SEND • making phonics accessible for learners with SEND • Life Skills - why are they important and how we can develop them in school • Sensory processing disorder – help reduce challenging behaviour and promote positive well-being
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<ul style="list-style-type: none"> • Creating positive opportunities to support children’s sensory needs • Effective use of precision teaching & monitoring • Early Maths Skills • Developing children’s wider learning skills • Teaching methods for retention • Adapting teaching methods for maximising learning and information retention • Attention and listening • Effective TA to Pupil Talk • Pathological Demand Avoidance • Maintaining the Challenge whilst working below 10 in early years maths • Promoting Independence in those with additional needs • Paediatric First Aid • Supporting non-verbal learners in the classroom • Supporting positive behaviour with young children 	<ul style="list-style-type: none"> • Supporting children and young people with global developmental delay • Supporting children with communication needs in school • Complex needs, communication and mental health • Complex needs: tackling barriers to learning • Writing for all – developing literacy through writing for learners with SEND • The power of stories for learners with complex needs – the key to emotional literacy/mental health and way in to literacy for all • Sensory processing abilities in children • Supporting children with speech sounds difficulty • Autism and ADHD
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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 put in place to enable, where possible, all children to participate. If it is deemed appropriate, a parent or carer may be asked to accompany their child during a trip or visit.

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 and a disabled space is 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 transitions.

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 for information about special arrangements, support for that child and previous targets. We may consider personalised transition e.g. passport or a part-time timetable.

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 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.

Some examples may include:

- 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 SENDCo. If you need further help, you can contact:

Head teacher

Mrs Kate Mathews

SEND Governor

Mr Paul Nolan

Independent Support Advice can be contacted at 01908 254518

Milton Keynes City Council special educational needs offer can be found on the council website.

If you are unhappy with aspect of the support your child receives, please contact the Head teacher - Kate Mathews (BPP).