



Bolton Brow Primary Academy Local Offer 2017-18

School Name	Bolton Brow
Headteacher	Dan Burns
SENCo	Claire Wardle
Governor with responsibility for SEN	Gillian Reece Jones
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Age range	3 - 11
Funding	Community Primary
	We have tried to answer questions about the provision we have for children with SEN. We hope this is clear and easy for you to understand. If you would prefer to talk to one of our friendly, highly skilled staff, please phone school and ask to speak to the SENCO.
How do we make sure all children reach their potential?	<ul style="list-style-type: none"> • Access to a broad and balanced curriculum which is well differentiated and takes account of different learning styles and children's interests. • Well staffed classrooms at least one teacher and one teaching assistant in Key Stage 1 and Foundation Stage and one teaching assistant Mon-Thurs in Key Stage 2. • Quality of teaching and learning well monitored by leaders. • Individualised targets for all children. • Rigorous pupil tracking system which ensures all children are monitored. • Professional dialogue every term ensures any difficulties are identified early and suitable provision put in place. • Dedicated SENCO time of $\frac{1}{2}$ day per week. Our SENCO is on the Senior Leadership Team. • Detailed programme of reviews with parents and professionals, two parents consultation evenings a year; half termly or termly reviews for all children on the SEN register Parents' views are very important to us. • Currently, a team of 11 support assistants to meet individual needs. • Carefully devised ladder of consequence. <p>Long established, acknowledged and celebrated ethos of inclusion and equality.</p>
How do we help a child with physical needs	<ul style="list-style-type: none"> • Classes have access to equipment which helps writing; sloping boards; a variety of pencil grips, a variety of pens and other writing apparatus and a range of ICT equipment. • Delivery of programmes devised by Occupational therapists.
How do we help a child with speech and language needs?	Delivery of programmes devised by Speech and Language therapists. A range of materials and resources in school recommended by SALT.
How do we help a child	• Close liaison with cochlear implant team.

with sensory impairment?	<ul style="list-style-type: none"> • Close liaison with the Hearing impairment service. • We would seek advice and support should a child come to our school with a sensory impairment.
How do we help a child with social and emotional difficulties?	<ul style="list-style-type: none"> • Nurture support assistant. • Access to specialist support for children with ASD and their families.
How do we help a children with behavioural difficulties	<ul style="list-style-type: none"> • Pastoral support assistant. • Close liaison with cluster schools and experts in behavior support. - Close working relationships with parents.
How do we help a child who needs support with literacy	<ul style="list-style-type: none"> • Catch Up Literacy Interventions Years 2 - 6 • Toe by Toe • A.R.R.O.W • Extensive programmes of one on one reading provided by trained volunteers. • Phonics and spelling groups - small intervention groups for catch up phonics. • Dyslexia aware staff. • Precision teaching • Selection of books specially designed for children with Dyslexia or low reading ages.
How do we help a child who needs support with numeracy	<ul style="list-style-type: none"> • Support assistants deliver individualised programmes for children with IEPs • ICT programmes • Precision teaching. <p>Rapid Maths</p>
How do we support a child who has medical needs?	<ul style="list-style-type: none"> • Individualised medical needs plans created. - Close links with LOCALA the School Nursing Team to support the writing of medical needs plans. • Team of 22 First Aiders.
How do we help a child who has English as an Additional Language	<ul style="list-style-type: none"> • We would seek advice and resources if a child was to attend with EAL.
How do we support a child with complex and multiple needs?	<ul style="list-style-type: none"> • Close liaison with local primary special schools, including inclusion visits. • Risk assessments conducted by local special primary school.
Which specialists services do we access beyond school	<ul style="list-style-type: none"> • We have current regular contact with the following services who give us support and advice: ASD, Educational Psychologists, SALT, Physiotherapy, Hearing Support service, Visual Impairment Team CAMHS,

	<p>EWO, Locala - School Nursing and Immunisation team.</p> <ul style="list-style-type: none"> • We are also part of the Sowerby Bridge Cluster where expertise is shared between schools.
How will we include children in activities outside the classroom including school trips?	<ul style="list-style-type: none"> • Children with SEN are always welcome to participate in out of school clubs. • Extra staff deployed for trips to meet the requirements of our risk assessments. • Parents/Carers consulted prior to trips for advice and guidance • Risk Assessments for the whole class and individual children.
How do we prepare and support a child for joining school and transitioning to secondary school.	<ul style="list-style-type: none"> • Visits to pre-school placements by SENCO and other school staff. • Support assistants to work with the child as soon as possible. • Parent/carer of Reception children are invited to an information evening • Visits to pre-school placements by SENCO • Children have transition visits in the Summer term • Transition plans – additional visits to Secondary School with primary school staff • Additional visits planned for children who are joining our school. • Close liaison with all other settings involved in transition – good exchange of information
How will we meet a child's individual care needs?	<ul style="list-style-type: none"> • 2 disabled toilets, two with showering facilities, ensures space and sensitivity for some aspects of personal care. • Children are given as much responsibility for personal care as is possible with staff interventions only coming into force when necessary and following strict procedures. <p>Intimate care plans written based on individual needs.</p>
How will we develop social skills throughout the school day, especially break times.	<ul style="list-style-type: none"> • Playtimes/lunchtimes are seen as an important part of the day and included in time for support for statemented children if appropriate. • All children are given the opportunity to take part in playground games and activities.
How do we allocate resources?	<ul style="list-style-type: none"> • Class teams of Teaching Assistants and Support Assistant support children with SEN. • Our school employs a teaching assistant to work within a class either full or part time. • 1 nurture support worker who is available to talk to children on an individual basis.
Funding	<ul style="list-style-type: none"> • New SEN reforms offer a personal budget to families and young people with a plan, extending choice and control over their support.
How do we ensure all staff are well trained?	<ul style="list-style-type: none"> • Whole school training linked to School Improvement Plan. • Well planned programme of CPD, accessing both external agencies and in school support
How do we raise awareness of special educational needs for parents and the wider	<ul style="list-style-type: none"> • Achievements of all children are celebrated in Friday's Reward Assembly and on the weekly newsletter

community?	
How do we identify children for SEN support?	<ul style="list-style-type: none"> • The teacher's or other's concerns, underpinned by evidence about a child are targeted particularly in a child's identified area of weakness. • A child who presents persistent emotional or behaviour difficulties. • A child who show signs of difficulty in developing literacy and mathematics skills. • A child who has communication or interaction difficulties. <p>The child's needs will then be support be a Child Support Plan or an Education, Care and Health Plan.</p>
How do we assess and review progress?	<ul style="list-style-type: none"> • We review progress half termly for those children on an Education, Health and Care Plans or Statements and termly for those children on a Child Support Plan/ (+).
How do we cater for our gifted and talented pupils?	<ul style="list-style-type: none"> • Attendance at external events and competitions. • Differentiated work. • Encouragement to child and parents to attend specialised training and events.