

Information about Special Educational Needs and Disability

What can you expect from our school if your child has Special Educational Needs or disability?

We take every opportunity to ensure a smooth transition for your child into school from home or from a previous setting or school. We will invite you to tell us about your child, their strengths as well as their difficulties; what works well and what not so well. We will share this information with all staff in the school so they know best how to welcome and support your child. We will invite you to visit the school and meet some of the key staff who will be working with your child.

What should you do if your child does not have identified Special Educational Needs but you are concerned?

If you have concerns about the development, progress or well being of your child, please do not hesitate to contact your child's class teacher. They will listen to your concerns so that together you can decide how best to support your child. There are many reasons why children experience difficulties and it does not necessarily mean that they have special educational needs. Many children need short periods of extra support to help them at different points in their learning.

How do we identify that a child has Special Educational Needs?

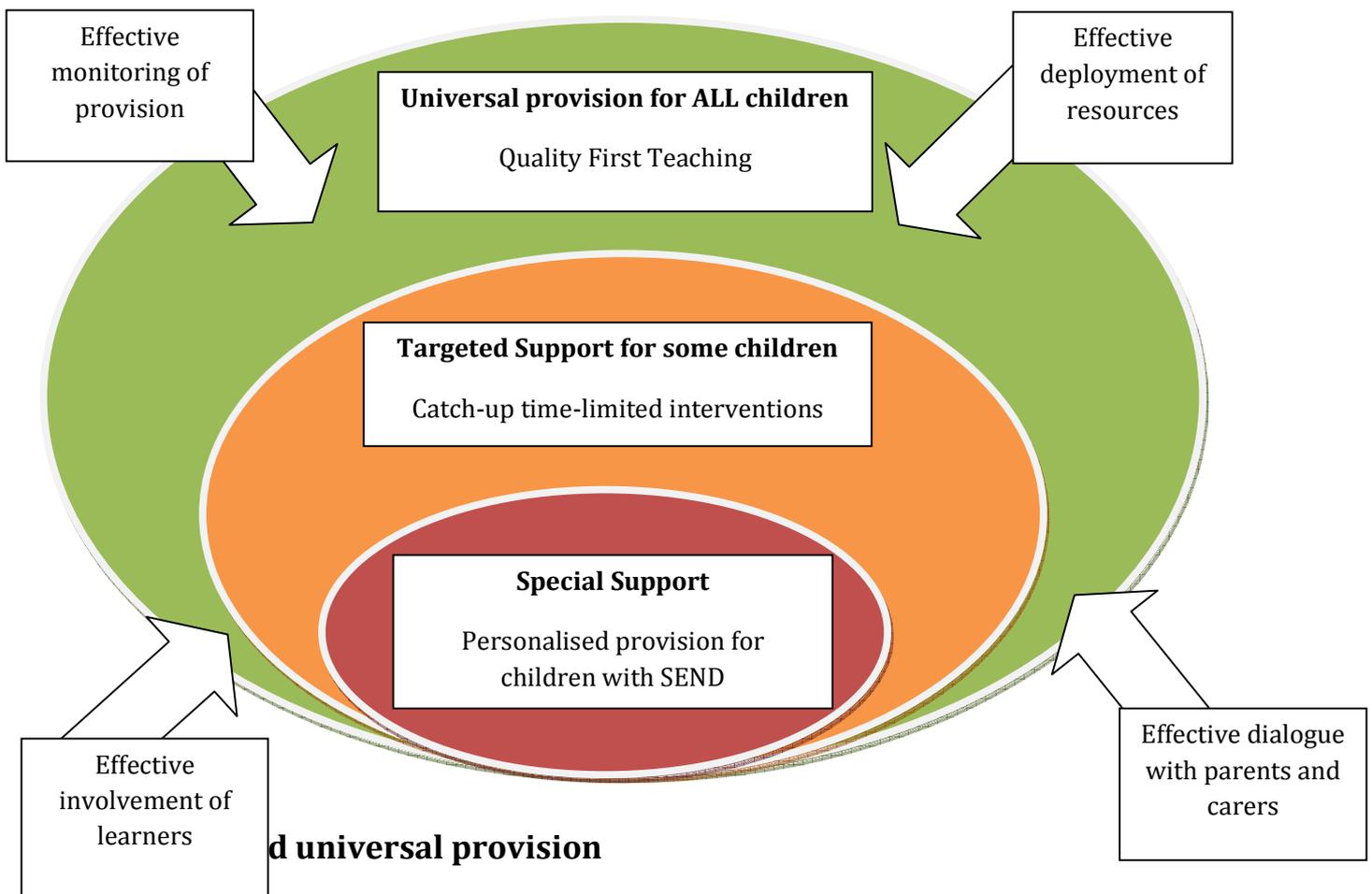
We build the identification of Special Educational Needs into our overall approach to monitoring the progress and development of all children at our school. Each child's current skills and levels of attainment are assessed on entry. Class teachers make regular assessments of progress for all children. Where children are falling behind or making inadequate progress given their age or starting point, we will invite you to discuss this with the class teacher. In some cases it will be the parent / carer who first raises the possibility of Special Educational Needs to the school. We will listen to your aspirations for your child and together with your child, plan what to do next.

Initial assessments will be carried out to help identify the **needs** and **actions** that should be taken. Examples of initial assessment for special educational needs include:

- Speech and Language Descriptors
- Social Communication Descriptors
- Strengths and Difficulties Questionnaire

We will use our best endeavours to ensure that the necessary provision is made for any child who has special educational needs or disability. All schools are required by the government to publish an SEN Information Report. Our Information report and policies for special educational needs and disability can be found on our website or by asking the class teacher.

All children receive **Universal Support**. This entails quality teaching within an inclusive environment. It ensures a positive experience for all children whether they have special educational needs or not. Universal support continues when some children receive additional support from time to time. Sometimes, some children will benefit from **Targeted School Based Support**. This will enable them to address specific needs and 'catch up' with their peers. Children who have special educational needs may need **Specialist School Based Support**.



Universal provision forms the foundation for all other provision or support and includes Quality First Teaching that is made available to all. It is based on inclusive approaches to teaching and learning. These benefit all children regardless of ability, but are essential for those with SEND.

Quality First Teaching demands high expectations of both learning and wider outcomes. Some of the key features are that it is:

- Welcoming
- Multi-sensory
- Chunked down with the use of scaffolds and prompts
- Supportive of metacognition (the pupil understanding how they learn best)
- Practical, problem solving and investigative
- Reflective
- A partnership with parents

Quality teaching celebrates large and small step achievements.

Reasonable adaptations for individual needs are made. This includes strategies, resources and adaptations to curriculum and environment that teaching and support staff utilise so as to remove barriers to learning for children.

At Bottisham Primary we make every endeavour to ensure that the school is:

- Dyslexia friendly
- Communication supportive
- Adapted for sensory and physical needs

Please feel welcome to contact Rachael Johnston, Special Educational Needs Co-ordinator, if you would like to discuss this further.

School-based Targeted Support

Often this takes the form of short-term strategies or interventions to enable your child to 'catch-up'. There may be many varied reasons why a child may be behind their peers that can be removed with time-limited, focussed interventions. Targeted interventions are often held in small groups. The interventions are short term and use assessments to measure impact. In most cases, children will make rapid progress and be able to work at the same level as their peers.

The class teacher (with support from the SENCo), the parents / carers and specialists, will consider a range of well-founded and effective teaching approaches, appropriate equipment, strategies and interventions in order to support your child's progress. They will agree the outcomes to be achieved through the support, including a date by which progress will be reviewed. Support will be adapted or replaced depending on how effective it has been in achieving the expected outcomes.

School-based Specialist Support

If your child has special educational needs, they may at times require short, medium term or longer term interventions to develop specific skills and knowledge. This type of specialist support is often one-to-one but also may be in small groups where interaction with peers is part of the intervention. Your child's class teacher (supported by the SENCo) will work closely with any teaching assistants or specialist staff to plan support appropriate for your child. Universal Provision remains in place for children receiving specialist support as it is a vital part of everyday provision for children with special educational needs.

When will special educational needs specialists be involved?

Within the school (or across our cluster of schools) there are staff trained in areas of special educational need who can advise and support on provision at this level. For example, the Level Two and Level Three training from the Autism Educational Trust or ELKLAN (Speech and Language). Specialist support will be offered where a child continues to make little or no progress over a sustained period or where they continue to work at levels substantially below those expected of children at a similar age despite well-founded SEN support. You will always be involved in any decision to involve specialists and what was discussed or agreed will be recorded and shared with you and the staff supporting your child.

Sometimes specialist support requires additional advice or support from outside agencies such as the Specialist Teaching Team, Educational Psychology Service, Locality Team, Speech and Language therapists etc. With your agreement, a **Common Assessment Form (CAF)** will

be started which will help with information gathering and provides your consent for other agency involvement.