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Our Boothroyd Values

Honesty **E**xcellence **A**spiration **R**espect **T**eamwork

Policy Information	
Title:	SEND information report
Aim:	Our SEND information report provides information for parents and carers about SEND within our school.
Related documents:	SEND Policy Accessibility Policy
Date for implementation:	October 2023
Date of review:	September 2026
Distribution:	New and existing parents, staff
Policy version:	Version 5

Approved / Seen by the Governing Body: October 2023

Signed (Chair of Governors) _____

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Boothroyd Primary Academy School Offer 2026-27

Principal	Mr Adam Strafford
SENDCo	Mrs Claire Armitage
Assistant SENDCo	Miss Grace Popek
Governor with responsibility for SEND	Ruth Hargreaves
Contact details: address	Temple Road, Dewsbury, WF 13 3QE
Email (admin)	L.Lynch@focus-trust.co.uk
Telephone (admin)	01924 542526
Telephone (SENCo)	01924 542526
Age range	4-11 years

Summary of Provision for children with Special Educational Needs or Disabilities (SEND)

Boothroyd Primary Academy is a fully inclusive school. We aim to ensure all pupils achieve their potential, personally, socially, emotionally and academically in all areas of the curriculum, regardless of gender, ethnicity, religion, sexual identity, physical ability or educational needs.

Who are the best people to talk to at Boothroyd Primary Academy about my child's difficulties with learning/ Special Educational Needs/Disability (SEND)?

Your child's class teacher is recommended as the first point of contact if you have any concerns. S/he is responsible for:

- Ensuring that all children have access to good/outstanding quality first teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things such as targeted work, additional support, adapting resources etc.) and discussing amendments with the SENDCo as necessary.
- Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Guidance is followed in their classroom and for all the pupils they teach with any Special Educational Needs.

They can be contacted by: speaking to them at the end of a school day to arrange an appointment or telephoning the school.

Mrs Armitage is the SENCO at Boothroyd.

She is responsible for:

Coordinating all the support for children with special educational needs (SEN) and or disabilities, and developing the school's SEND Guidance to make sure all children get a consistent, high quality response to meeting their needs in school.

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Ensuring that you are:

- involved in supporting your child's learning
- kept informed about the support your child is receiving
- involved in reviewing how they are progressing
- fully involved in planning ahead for them.

- ❖ Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- ❖ Providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential.
- ❖ Supporting your child's class teacher to write supportive plans that specify the targets set for your child to achieve.
- ❖ Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.

Mrs Armitage can be contacted by asking the class teacher to arrange for them to contact you or by telephoning the school to make an appointment.

Principal – Mr Adam Strafford

He is responsible for:
The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. He will give responsibility to the Inclusion leader and class/subject teachers but is still responsible for ensuring that your child's needs are met.

- ❖ He must make sure that the Governing Body / Task Group is kept up to date about any issues in the school relating to SEND.

He can be contacted by contacting the school office to make an appointment.

SEND Governor – Ruth Hargreaves
They are responsible for:

- ❖ Making sure that the school has an up to date SEND Guidance document.
- ❖ Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.
- ❖ Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities.
- ❖ Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.

Our Governor can be contacted by writing to the SEN Governor via the school office.

What types of SEND do we provide for at Boothroyd?

At Boothroyd we provide support for pupils with a range of SEND needs, including:

- ❖ Cognition and learning needs
- ❖ Communication and Interaction needs
- ❖ Social, Emotional and Mental Health needs
- ❖ Physical needs
- ❖ Sensory needs
- ❖ Disability needs

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How do we identify pupils with SEND and assess their needs?
❖ When pupils have SEND that have already been identified before they start at Boothroyd, we work with the people who know them and use this information to plan the transition and level of support needed to ensure they remain inclusive. This may involve early years practitioners or the Inclusion Leader making home visits and or attending their pre-school setting or school setting to observe and collect further information. ❖ If you are concerned that your child may have SEND, we are more than happy to discuss this with you and investigate your concerns. We will share what we find and together we will decide what to do next. ❖ If our staff are concerned that your child may have SEND, for example if they are not making progress in line with their peers, then we will carry out some assessments to find out why they are struggling. We may ask for your consent to follow up our concerns and request assessment, advice and support from outside agencies. This will help us gain a better understanding of the help your child needs both in school and at home. Any findings will be shared with you as soon as possible. ❖ We also use a TIG (Triage Information Gathering) whereby information is gathered and discussed at Inclusion meetings with the SENDCo and Assistant SENDCo.

How do we support admissions of pupils with disabilities at Boothroyd?
❖ At Boothroyd, we want to ensure that all pupils, including those with disabilities, have full access to school life. ❖ We will work closely with parents/carers and pupils to ensure that we have correct facilities to enable access to the whole school. ❖ We will work closely with outside agencies, where appropriate, to give us support and advice in how we can ensure our school is fully accessible for all children.

How do we work with pupils, parents/carers to involve them in the education of our pupils?
❖ At Boothroyd we involve children (where possible) and parents in the decision making about your child's support. ❖ When we assess SEN, we discuss if your child's understanding and behaviour are the same at school and at home. We take this into account and then decide how we can work together to support your child. We also have assessments that can be carried out to help us determine where your child needs support and in which areas. ❖ We follow the graduated approach to enable us to best support children in school. ***(see our website for this document).*** ❖ If your child is at SEND support, you are invited to the review of their Pupil passports. At these meetings you will be asked how your child is progressing at home and then we plan together how we can support your child in the future.

- If your child has an Individual Assess Plan Do Review (IAPDR) we will review your child's plan at two points in the academic year by looking at progression, reviewing targets and amending targets, if needed. These will be mid-way through the year and at the end of the year.
- If your child has an EHC Plan (Educational, Health and Care Plan) we also have a duty to hold an annual review of their plan. This will involve everyone who is involved with your child including outside agencies such as Speech and Language Therapists, Educational Psychologists and health professionals.
- We aim to involve parents in their child's learning wherever possible. This may mean you are provided with an activity that you and your child could practise at home.

How do we assess and review progress of pupils with SEND at Boothroyd?

- We use Early Learning Goals in Foundation Stage, Pre Key stage assessments, Engagement Model and National Curriculum levels, to assess progress.
- We regularly use staff meetings to moderate work; teachers get together and assess an anonymous piece of work, to check our judgements are the same.
- Every term we have Pupil Progress meetings, where the year group leader meets with the Head teacher and SENDCo to discuss progress of all children and ensure that provision is in place to meet the needs of all, so that they can make good progress.
- For pupils with SEND, teachers will discuss progress with parents at reviews.
- We offer parents evenings, throughout the year, to discuss the pupils progress.
- We use Pupil support Plans and review learning outcomes that are personalised to pupils and their needs. Our teachers access these targets and review throughout the academic year.

How do we support pupils, with SEND, to transition between phases of education at Boothroyd?

- When pupils have SEND that have already been identified before they start at Boothroyd, we work with the people who know them and use this information to plan the transition and level of support needed to ensure they remain inclusive. This may involve early years practitioners or the Inclusion Leader making home visits and or attending their pre-school setting or school setting to observe and collect further information.
- We will invite your child, to accompany you, when you visit the school and on further pre-visits if felt necessary to ensure a successful transition.
- We will work with outside agencies to implement recommendations and follow up meetings are held to discuss targets, strengths and next steps.
- We will ask for any additional reports or information from previous settings to help with transition and with supporting your child.
- Parents are encouraged to visit a range of secondary schools before making their final choice.

- When pupils leave Boothroyd in Year 6 and their new school has been identified, we will work with them and other outside agencies involved, to produce a transition plan. This usually includes extra visits prior to starting the new school.

What are our approaches to teaching pupils with SEND at Boothroyd?

- Our aim is to ensure that our children, with SEND, access their mainstream classroom with their peers.
- Our staff are familiar with a range of SEND including Specific Learning Difficulties, Speech, Language and Communication Needs and Social, Emotional and Mental Health needs.
- We use several different styles and approaches to teaching and learning. Whole class, small groups, arranged by ability and one to one, paired work, independent work, as well as utilising the strengths and interests of staff and children e.g. outdoor learning, sports and crafts.
- Many of our support staff are specifically trained to work with children with SEND and to deliver a range of interventions.
- Our staff work closely with the SENDCo to continuously adapt teaching approaches.
- Our SENDCo continuously shares good practice with all staff and offers opportunities for CPD, where needed.

How do we evaluate the effectiveness of our SEND provision at Boothroyd?

- We hold pupil progress meetings, each term, with the headteacher and SENDCo, to closely review and evaluate our SEND provision.
- We continually work with outside agencies who work closely with us and offer support and advice on our SEND provision.
- We continuously offer CPD to staff and parents to better develop our expertise on SEND.
- The Senior Leadership Team and SENDCo continually monitor teaching practices and SEND provision through observations, pupil voice, parent voice and staff voice.
- We consult and share our SEND provision with our governors and other schools from our trust to share our practice but also gather other strategies that could be implemented at Boothroyd.

How do we adapt our curriculum and learning environments at Boothroyd?

- Staff adapt lessons to meet the individual needs of children and enable all children to succeed.
- We may also use additional interventions to target very specific, individual needs of children. One to One tuition may be an option used to help children fill any gaps they have in their learning.

- We also use additional resources within lessons and around school to enable children to succeed and access the curriculum and school life.
- We are continuously using AFL (Assessment for Learning) within our lessons to enable us to adapt the teaching for children to be able succeed and Summative assessments to monitor progress and help us identify any gaps within a child's learning journey.
- We have three SEND classrooms known as the Mini Explorers, Explorers and Navigators within our school, to support children who may have difficulties accessing a mainstream classroom.
- We work closely with outside agencies, who offer support and guidance, for specific needs, which enables us to better support children with accessing our curriculum.

What facilities do we provide to help pupils with a disability access Boothroyd?

- We implement the advice and recommendations from outside agencies and provide children with the necessary equipment they need. For example; our visually impaired children work on raised boards and have special pens and stationery.
- For children with physical disabilities there is a special raised toilet seat and hand rails have been fitted, along with ramps, where needed.
- We use a range of technology including ipads.
- We use a wide range of software to meet the needs of SEND children.

What steps do we take to make sure pupils with disabilities are treated fairly at Boothroyd?

- Statutory guidance from the Equality Act 2010, identifies that pupils will not be treated unfairly and that there are nine protected characteristics, these are: age, gender, disability, race, religion or belief, sexual orientation, gender re-assignment, marriage and civil-partnership and pregnancy and maternity.
- At Boothroyd, we ensure that our pupils are protected and are treated fairly.
- Should any pupils or parents/carers feel that pupils are not being treated fairly, should contact the school office and arrange a meeting, in the first instance, with the pupils class teacher or a member of SLT.

What training and expertise do our staff have to support pupils with SEND at Boothroyd?

Our staff have a range of training and expertise that enables us to give the best possible support at Boothroyd. These include:

- Autism training
- Speech and Language training
- Lego therapy training
- Strategies on how to support with learning in the classroom
- Emotional Literacy Support Assistant training
- Training and guidance provided by outside agencies to support individual needs
- Wellcomm

What extra support can we access to help us support pupils at Boothroyd?

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- We have support from specialist teachers and specialist support staff to enable children with SEND to access the curriculum.
- We can get support from local authority services such as the Primary Pupil Referral Service and Specialist Provision schools.
- We get support from Occupational Therapy (OT) for children with fine or gross motor skill difficulties and Physiotherapy for those children that need specific exercise programmes and equipment.
- We receive support from the School nursing Team and the Psychology and Specialist Outreach Service.
- We have a Speech Therapist, located within school, to work with, assess and review the progress of children with Speech and Language difficulties.
- We have specialist staff who deliver Speech and Language interventions.
- We offer interventions to support specific targets and accelerate progress in specific areas of need.
- We have a trained member of staff in ELSA (Emotional, Literacy Support Assistant) who delivers interventions to support SEMH needs.

How do we make sure that pupils with SEND engage with all pupils at Boothroyd?
❖ Inclusive environments that are adapted to suit everyone's needs. ❖ Adaptations to the curriculum so that everyone can access. ❖ Flexible seating ❖ Breaks and lunchtimes with different year groups ❖ Ramps to ensure everyone has access to all areas of school ❖ After school clubs that are available to everyone ❖ School trips and visits that are available to everyone ❖ Breakfast club available to everyone

How do we secure equipment and facilities at Boothroyd?
❖ Schools receive funding for all pupils including those with SEND and use this money to meet their needs. This includes extra adult support and resources. Where there is an identified higher need, the authority will contribute. ❖ Where the assessment of a pupil's needs identifies something that is significantly different to what is usually available, there will be additional funding. This may be in the form of a personal budget and parents will have a say in how this is used.

What support do we offer for Social, Emotional, Mental health (SEMH) and social development at Boothroyd?
❖ ELSA (Emotional Literacy Support Assistant) ❖ Zones of regulation ❖ The Sanctuary ❖ Support from outside agencies ❖ Caring Companions ❖ MHFA (Mental Health First Aid) trained staff ❖ Support from SEMH outreach team ❖ SULP sessions by trained staff ❖ Play Therapist

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What is our action towards anti-bullying at Boothroyd?
Boothroyd Primary Academy does not condone any forms of bullying and all incidents must be taken seriously, investigated fully and be acted upon immediately. It is important that we educate children effectively about what bullying is and the impact of bullying on other children and their self-esteem/ mental health. ❖ Anti-bullying week ❖ Anti-bullying policy (see policy on website) ❖ Behaviour policy and procedures ❖ School Values ❖ PSHE curriculum ❖ A focus on British Values

How can parents/carers complain about the SEND provision at Boothroyd?
Should parents have any concerns about the SEND provision at Boothroyd, we have a duty of care to listen and act upon any complaints. 1. In the first instance, parents can speak with Claire Armitage or Grace Popek about the provision at Boothroyd, who are happy to support. 2. Should parents feel that these concerns have not been resolved appropriately then parents can make an appointment to speak with Adam Strafford, the Principal. 3. If parents feel that these concerns are still not resolved appropriately, parents can write to the governing body of Boothroyd – details available from the school office. # Further advice and support about making a complaint is available on: School Complaints | Education | Kirklees SEND Local Offer (kirkleeslocaloffer.org.uk)

What is the Kirklees Local Offer and where can parents access extra support?
❖ The Local offer within Kirklees has a website which offers information about additional services or support that is available within Kirklees. https://www.kirkleeslocaloffer.org.uk/#/ **Additional support and advice can also be found at:** ❖ Parent Partnership helps parents and carers of children who have SEND. This service offers independent information about Special Needs Education and personal and confidential support. *http:/www.kirkleesparentpartnership.co.uk* ❖ PCAN (Parents of Children with Additional Needs) is another service which can be accessed. This is a Parent-led forum that runs within Kirklees. http://www.pcankirklees.org/ ❖ KIAS (Kirklees Independent Advice and Support Service) - KIAS is a statutory, free, impartial and confidential service, working with Parents / Carers, Children and Young People. The service offers information, advice and support relating to a child or young person's Special

Educational Needs and/or disability and is available to anybody living within the Kirklees area.

Home - Kirkless KIAS

How do we support Looked After Children at Boothroyd?
❖ Work closely with pastoral and outside agencies to offer the best support. ❖ Work closely with parents and carers. ❖ Work closely with Educational Psychologists. ❖ Monitoring academic progress carefully. ❖ Virtual schools support. ❖ Work closely with Social Care. ❖ Access funding for tutoring, after school clubs or pupils interests.

What do these acronyms or terms mean?

Cognition & Learning.

PMLD:	Profound multiple learning difficulties.
SLD:	Severe learning difficulties.
MLD:	Moderate learning difficulties
SpLD:	Specific learning difficulties.

Sensory and Physical.

VI:	Visual Impairment.
HI:	Hearing Impairment.
MSI:	Multi-sensory Impairment.
PD:	Physical Disability

Communication and Interaction.

SLCN:	Speech Language and Communication Need
ASD/ASC:	Autism Spectrum Disorder/condition

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ACE:	Adverse Childhood Experiences
Other.	
SEMH:	Social Emotional Mental Health
BESD:	Behaviour Emotional Social Development.
ADHD:	Attention Deficit (Hyperactivity) Disorder.

Link to SEND and inclusion policy: Boothroyd Primary Academy - SEND