



## **Bodsham and Saltwood Church of England Schools Information Report**

<p>1.) Special Educational Needs that are provided for at Bodsham and Saltwood School.</p> 	<p>Our school provides support for pupils across the four areas of need as laid out in the SEN Code of Practice 2015:</p> <ul style="list-style-type: none"> <li>• Communication and Interaction</li> <li>• Cognition and Learning</li> <li>• Social, Emotional and Mental Health Difficulties</li> <li>• Sensory and / or Physical Difficulties</li> </ul>
<p>2.) Information about the school's policies for identification and assessment of pupils with SEN.</p> 	<p>Pupils are identified as having SEN and their needs are assessed through</p> <ul style="list-style-type: none"> <li>• Information passed on from Preschool providers or previous schools</li> <li>• Information from other professional agencies like Paediatricians</li> <li>• KS1 / Baseline results and progress data</li> <li>• Feedback from teachers and observations</li> <li>• Slow progress or poor performance in class assessments</li> <li>• Interventions and class support not having positive impact</li> <li>• Referrals / concerns from parents</li> </ul>
<p>3i.) The School's approach to teaching SEN.</p> 	<p>Provision for pupils with SEN includes</p> <ul style="list-style-type: none"> <li>• Quality 1<sup>st</sup> Teaching with appropriate differentiation and support within the class environment</li> <li>• Additional adult support in the class</li> <li>• Small group work for specific interventions over a limited time</li> <li>• Personalised provision through time limited programmes or resources in discussion with parents / carers.</li> </ul>
<p>3ii.) Arrangements for assessing &amp; reviewing pupils' progress towards outcomes, including opportunities available to work with parents and pupils as part of assessment and review.</p>	<p>Arrangements include:</p> <ul style="list-style-type: none"> <li>• Data tracking for pupil progress by the Head teacher and SENco every term</li> <li>• Class observations and follow up</li> <li>• SEN review meetings with teachers three times a year</li> </ul>



- Parent review meetings three times a year

3iii.) How adaptations are made to the curriculum and the learning environment of pupils with SEN.



The curriculum / learning environment may be adapted by

- Groupings that target specific levels of progress
- Differentiated resources and teaching styles
- Appropriate choices of texts and topics to suit learner
- Access arrangements to support pupil through tests or exams
- Additional adult support
- Use of specific resources to help access to learning
- Quiet space/time out area

4.) How will information be shared with parents to know how their child is progressing?

How can parents support their child?



There is a variety of ways in which information about pupil progress is shared throughout the year (both formally and informally)

- The use of the reading contact book
- Speaking to the class teacher at a mutually convenient time (before / after school)
- Separate daily contact book, emails or phone calls to keep in touch
- Parents Evening (three times a year)
- Meeting with the SENco
- If specific assessments are needed, written permission will be sought following a discussion with parents
- If outside agencies need to be involved, this will be as a result of discussion with parents and feedback from the professionals will be available
- The school will be able to signpost parents to other service providers who could support

5.) What support will be available for a child's well - being?



Saltwood and Bodsham schools can support children who need emotional support in a variety of ways

- their class teacher giving them 'time to talk'
- specific time or support from Mrs Boakes or Mrs Marwood
- a 'Social Skills' group
- Referral to specialist professionals
- Nurture group

#### Medical Needs

Should the child have a specific medical need, then a Care Plan will be written in consultation with parents and staff. This will be shared with all staff involved with the child. (Teaching Assistants have a First Aid Qualification.) Any medication that needs administering in school must be accompanied by written consent and instructions from the parent. (See Medical Form.)

6.) What specialist services and expertise are available at Bodsham and Saltwood school?

<http://www.kent.gov.uk/>



- Specialist Professionals can be accessed through LIFT (Local Inclusion Forum Team) or through single request for support. Consent forms are completed with parents so that the correct agency / support service can be accessed.
- Safeguarding Agencies are also used for advice as required.
- Paediatricians and CYMPS (Child young person Mental Health Service) CHYMPS can be accessed through SPA.
- School Nurses and Inclusion and attendance officers also support the school.

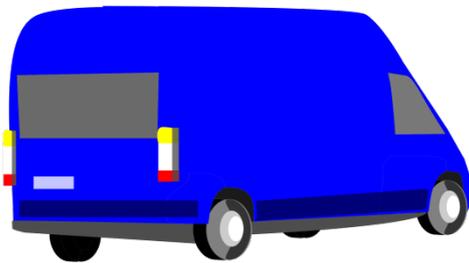
7.) What training are staff given to support children with SEND?

- Staff have a continuous programme of training to develop and improve the learning experiences of pupils.



- Staff have specific training to support children with learning difficulties like Quality First Teaching, dyslexia friendly classrooms, developing communication and interaction skills, Well-being and Involvement, Safeguarding and First Aid. All teachers are responsible for the children within their class.

8.) How will my child be included in activities outside the classroom (including school trips)?



- Risk assessments and pre – visits are carried out and procedures put in place to ensure that all children can be included.
- 1:1 support from staff is arranged if necessary to ensure a positive experience for the child
- Any concerns that a Parent / Carer may have should be voiced as soon as possible to the class teacher so that any necessary adaptations or arrangements can be made.
- Bodsham has its own minibus available for some trips.

9.) How accessible are the Saltwood and Bodsham Schools with regard to both buildings and language?



As a school, parents are welcome to discuss and specific arrangements or support that may be needed for their child.

Saltwood is a more modern school with few steps however, Bodsham is a Victorian built school with many different levels. In both schools, every effort is made to accommodate pupils with any physical disability.

Staff are supportive of children with English as an additional language – initial assessment and 1:1 support is available to support children with no knowledge of English as a spoken language.

10.) How does Saltwood and Bodsham prepare and support my child to join, or transfer to another school?

Into the Foundation Stage:

Open Days, new Parents' Meetings, visits in the Summer term before entry, Home visits, starting school booklet, regular home contact whilst settling in for the child and parents.



Market place event at three hills and Hythe sports pavilion.

Moving to a new year group:  
Move up day, regular contact with all teachers in our school

Year 2 into Key Stage 2:  
Transition parent meetings, transition weekly workshops for the whole of class 2 and in small groups for more vulnerable pupils.

Year 6 to Secondary School:  
Visits to and from secondary school staff, transitions days/weeks arranged by secondary schools, transition parent meetings, transition weekly workshops for the whole of class 6 and in small groups for more vulnerable pupils.

Late admission or transfer to our schools:  
Visit to class to meet children and new teacher, buddy system, circle time, regular home contact whilst settling in for the child and parents.

11.) How are the resources at Saltwood and Bodsham schools allocated and matched to meet the needs of the children’s special educational needs?

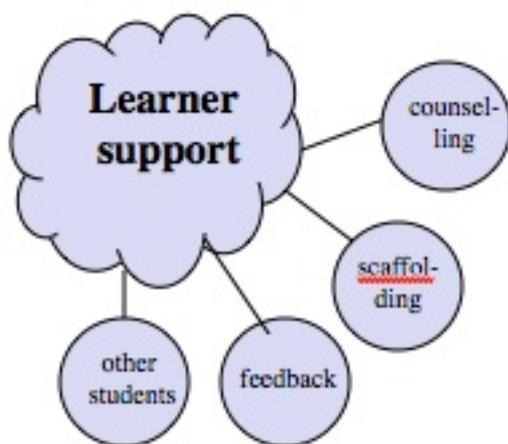


There is an annual budget allocated to SEN and money is allocated to resources that will directly benefit the learning experiences of pupils.

For details of Pupil Premium and sports funding allocation, please see our website [www.bodsham.kent.sch.uk](http://www.bodsham.kent.sch.uk) and [www.saltwood.kent.sch.uk](http://www.saltwood.kent.sch.uk)

12.) How is the decision made about what provision of support my child will receive?

- This is decided initially between the classteacher and SENCo , but includes conversations with parents.
- All classes have a Provision Map, which details any additional support a pupil may have. This is reviewed three times a year. Personalised Plans, as required, detail allocated provision with parent / carer, pupil and school



views. These are reviewed 3 times a year to ensure that the child receives appropriate support.

13.) How are parents involved in Bodsham and Saltwood Schools?



All parents are encouraged to support their child's education. This can be achieved in various ways:

- Discussion with class teacher
- Discussion with the SENco or other professionals
- Attendance at parents evenings
- Informal chats or emails to school
- Hearing your child read as much as possible
- Supporting spelling, times tables and other homework tasks.

14,) Who can I contact for further information?



Should you wish to discuss any concerns or share information about your child, contact one of the following:

- Your child's classteacher
- The SENco – Mrs D Thomas at Bodsham or Mrs H Keep at Saltwood
- Mrs Record at Bodsham or Mrs Nash
- The Executive Headteacher – Mr Newton

Contact details:

[admin@bodsham.kent.sch.uk](mailto:admin@bodsham.kent.sch.uk) (01233 750374)  
[enquiries@saltwood.kent.sch.uk](mailto:enquiries@saltwood.kent.sch.uk) (01303 266058)

There is also an organisation to support Parents – IASK

Helpline: 03000 41 3000

	Email: <a href="mailto:iask@kent.gov.uk">iask@kent.gov.uk</a>
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	Website: <a href="http://www.kent.gov.uk/iask">www.kent.gov.uk/iask</a>
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