

Boughton Leigh Infant and Nursery School Offer for Pupils with Special Educational Needs (SEND)
September 2025

Who will support my children at school?

Question	People	Summary of Responsibilities
Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs (SEND)?	SENDCo Mrs Claire Blood 01788 571679	She is responsible for: • Coordinating all the support for children with special educational needs (SEND) and developing the school's SEND Policy to ensure all children get a consistent, high quality response to meeting their needs in school. • Ensuring that you are involved in: ○ supporting your child's learning ○ kept informed about the support your child is getting ○ reviewing how they are doing ○ part of 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, Specialist Teacher Service, Educational Psychology Service, EYFS SEND and Inclusion Team. • Updating the school's SEND Records of Need (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are records of your child's progress and needs. • To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEND in the school) achieve the best possible progress in school.

	Class teacher	S/he is responsible for: • Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as Quality First Teaching) • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like 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 helped to deliver 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 Policy is followed in their classroom and for all the pupils they teach with any SEND.
	Teaching Assistant (TA)	• A Teaching Assistant (TA) may be allocated to a pupil with exceptional special educational needs and/or disabilities and whilst they take a very valuable role in your child's education we would prefer that questions regarding your child's

		learning and progress are directed initially to the class teacher and/or SENCO. • Of course, as a school we welcome daily dialogue between parents and TAs on how a child's day has been and we do actively encourage this continued feedback.
	Head teacher Mr Andrew Moorcroft	He is responsible for: • The day to day management of all aspects of the school, this includes the support for children with SEND. • He will give responsibility to the SENDCo and class teachers but is still responsible for ensuring that your child's needs are met. • He must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.
	SEND Governor	She is responsible for: • Making sure that the school has an up to date SEND policy • 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 SEND 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.

How could my child get help in school?

- Children in school will get support that is specific to their individual needs this may be all provided by the class teacher or may involve:
- Other staff in the school;
- Staff who will visit the school from the Local Authority services such as STS (Specialist Teacher Service);
- Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service.

Types of support provided also showing the stage of the Code of Practice (the document that schools use to plan their SEND input) children will be at when receiving this input.	What could this mean for your child?	Who can get this kind of support?
Class teacher input via targeted classroom teaching also known as Quality First Teaching.	• The teacher has the highest possible expectations for your child and all pupils in their class. • All teaching is based on building on what your child already knows, can do and can understand.	All children in school when needed

	Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child	
Specific group work in a smaller group of children. This group may be - Run in the classroom or outside. - Run by a teacher or most often a teaching assistant who has had training to run these groups. These are often called intervention groups	- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress. - S/he will plan group sessions for your child with targets to help your child to make more progress. - A Teaching Assistant/teacher will run these small group sessions using the teacher's plans, or a recommended programme.	Any child who has specific gaps in their understanding of a subject/area of learning. Children who are at the SEN Support stage of the SEND Code of Practice. This is called Targeted, which means they have been identified by the class teacher as needing some extra support in school.
Specialist groups run by outside agencies e.g. Emotional Literacy AND/OR Individual support	If your child has been identified as needing more specialist input instead of or in addition to classroom teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress	Children with specific barriers to learning that cannot be overcome through Quality First

for your child from a Learning Support Teacher	• Before referrals are made you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. • The specialist professional will work with your child to understand their needs and make recommendations, which may include: - o making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better; - o support to set better targets which will include their specific expertise; - o a group run by school staff under the guidance of the outside professional e.g. a social skills group or sensory circuit; - o a group or individual work with outside professional; - o the school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place	Teaching and intervention groups. Children who are at the SEN Support stage of the SEN Code of Practice. This means they have been identified by the class teacher/SENCO as needing some extra specialist support in school from a professional outside the school. This may be from: • Outside agencies such as the Speech and Language therapy (SALT) Service, the Specialist Teacher Service or the Educational Psychology Service
Specified Individual support This is usually provided via an Education,	• The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal	Children whose additional needs are severe, complex and lifelong.

Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/Inclusion Manager as needing a particularly high level of individual need which cannot be provided from the budget available to the school. Usually your child will also need specialist support in school from a professional outside the school. This may be from: • STS • IDS • Outside agencies such as the Speech and Language therapy (SALT)	process and you can find more details about this in the on the Warwickshire website: www.warwickshire.gov.uk • After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this they will ask the school to continue to support your child at SEN Support level. • After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress. If this is the case they will write an EHC Plan. If this is not the case, they will ask the school to continue with the support at a SEN Support Level. • The EHC Plan will outline the funding units allocated and how the support should be used and what strategies must be put in place. It will also have long and short-term goals for your child. • The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.	The range of needs may include thinking and understanding, physical or sensory difficulties, emotional and behavioural difficulties, or difficulties with speech and language, or how they relate to and behave with other people.
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Frequently Asked Questions

How will we support your child with identified special needs starting at school?	We will first invite you to visit the school with your child to have a look around and speak to key staff. If other professionals are involved a multi-agency meeting will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts. Your child's key person may make a home visit and also visit your child if they are attending another provision. We may suggest adaptations to the settling in period to help your child settle more easily
How can I let the school know I am concerned about my child's progress in school?	If you have concerns about your child's progress you should speak to your child's class teacher initially. If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENDCO or Head teacher. If you are still not happy you can speak to the school SEND Governor.
How will the school let me know if they have any concerns about my child's learning in school?	When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher must raise this with the SENDCO. The school also has meetings every term between each class teacher and senior staff members in the school to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as they could be. If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more details: - o to listen to any concerns you may have - o to plan any additional support your child may receive - o to discuss with you any referrals to outside professionals to support your child's learning
How is extra support allocated to children	The school budget includes money for supporting children with SEND. The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs

and how do they move between the different levels?	in the school. The Head Teacher and SENDCo discuss all the information they have about SEND in the school, including the children getting extra support already, the children needing extra support, the children who have been identified as not making as much progress as would be expected. They also decide what resources/training and support is needed. All resources/training and support are reviewed regularly and changes made as needed.
Who are the other people providing services to children with an SEND in this school?	• Specialist Teacher Service (STS) • Educational Psychology Service (EPS) • EYFS SEND and Inclusion Team • IDS (Integrated Disability Service) • Speech and Language Therapy (SALT)
Which NHS services can the school refer my child to?	• Speech and Language Therapy • Occupational Therapy
How are the teachers in school helped to work with children with an SEND and what training do they have?	The SENDCo's job is to support the class teacher in planning for children with SEND. The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as SEMH, specific learning difficulties and ASD etc. Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with SEND. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from Speech and Language Therapy
How will the teaching be adapted for my child with learning needs (SEND)?	Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met. Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary. Specific resources and strategies will be used to support your child individually and in groups. Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

How will we measure the progress of your child in school?	Your child's progress is continually monitored by his/her class teacher. His/her progress is reviewed formally every half term. Children at SEN Support Level will have an Individual Education Plan which will be reviewed every term and the plan for the next term made. The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education. These children will also have an Individual Education Plan. The SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in. A range of ways will be used to keep you informed, which may include: Home/school contact book - Additional meetings as required - Reports
What support do we have for you as a parent of child with an SEND?	We would like you to talk to your child's class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. We hope this will make sure that we are doing similar things to support your child both at home and school and can share what is working in both places. The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have. All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The SENDCo will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child. Provision maps will be reviewed with their and your involvement each term. A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

How have we made this school accessible to children with SEN?	We ensure that equipment used is accessible to all children regardless of their needs. Enrichment and after school activities are extended to all pupils irrelevant of their needs
How will we support your child when they are leaving this school? OR moving on to another class?	We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. If your child is moving to another school: • We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child. • We will make sure that all records about your child are passed on as soon as possible. When moving classes in school: • Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All IEPs will be shared with the new teacher. • If your child would be helped by a photo book to support them understand moving on then it will be made for them. In Year 2 The SENDCo will visit the school to discuss the specific needs of your child with the SENDCo of their next school. Your child will attend transition visits, to support their understanding of the changes ahead. In most cases staff from the new school will visit your child in this school.

