



Husbands Bosworth Church of England Primary School

SEN information report (Local Offer) - A guide for parents

Regulation 3 Special Educational Needs and Disability (Information) Regulations (2016)

Address	School Lane, Husbands Bosworth, Lutterworth, Leicestershire, LE17 6JU.
Contact Number	01858 880212
School email	office@hbs.learnat.uk
Name of Headteacher	Mrs Sarah Bishop (HEADTEACHER) Mrs Alison Vickers (ASSISTANT HEADTEACHER)
Special Educational Needs Coordinator (SENDCo)	Mrs Emily Varley Temporary cover Miss Erica Biddle
Website address	http://www.husbandsbosworth.leics.sch.uk/
Social Media	@HusBosSchool
Age Range of students	4 – 11 years
Date of Last Ofsted Inspection	JANUARY 2025
Outcome of last Ofsted inspection	Good
Does school/college have a specialist designated unit/additional learning support department?	No
Number of children with SEND	15

How does Husbands Bosworth Church of England Primary School know if children need extra help? How are children's needs identified and assessed?

We know that children need help if:

- A child is already being supported when they start school, for example having speech therapy.
- Concerns are raised by parents/carers, teachers or the child.
- Limited progress is being made.
- There is a change in the children's behaviour or progress.

The identification and assessment of pupils with SEND is outlined in our SEND policy (available on the school website):

Assessment

Early identification of special educational needs is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and attempt to enlist their active help and participation. The class teacher and the SENDCo assess and monitor the children's progress in line with existing school practices. The SENDCo works closely with parents and teachers to plan an appropriate programme of intervention and support. The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENDCo can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

The SEND Process

The process:

- Encourages the participation of pupils and their families;
- Integrates the work of education, health and care providers;
- Follows a cyclical, graduated approach.



Assess, Plan, Do, Review

The school uses the following graduated approach to respond to children's special educational needs:

1. Placing children on our 'Initial Concerns' list.

Where a pupils' attainment or progress is cause for concern teachers will share their concern with the child's parents and the SENDCo. The quality of teaching and learning these children receive will be monitored and they may be offered some additional support. Their progress will be closely monitored.

2. Placing children on the school's SEND Provision Map

Where there is concern that 'everyday' quality teaching is not enough to support their needs there is a discussion with relevant staff, parents/carers and the child as appropriate. If it is decided that additional provision is required specific learning programmes (in addition to those usually on offer in the classroom) are drawn up. The provision is recorded and the child's progress is carefully monitored. The children will have a pupil passport, outlining areas of need and key strategies to support.

3. Individual support plan (ISP)

If, despite receiving differentiated learning opportunities a child:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness;

- shows signs of difficulty in developing English or mathematical skills, which result in poor attainment in some curriculum areas;
- presents persistent emotional or behavioural difficulties, which are not met by the behavioural management techniques usually employed in the school;
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment;
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum;

There is often the need for greater involvement of external agencies e.g. Autism Outreach, Educational Psychologists. Pupils will probably need a more individual intervention programme and these will be recorded on an Individual support plan.

Where schools seek the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. They can then advise on new and appropriate targets for the child's plan and on accompanying strategies. The targets set may require specialist assessment arrangements to measure the child's progress. If so, outside specialists, for example educational psychologists may be required for this. The SENDCO will liaise with the educational psychologist making sure that the Psychology Service gives appropriate advice and support to both parents and colleagues.

The SENDCO, class teacher, and external specialists, should consider a range of different teaching approaches and appropriate equipment and teaching materials, including the use of information technology. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The delivery of the interventions recorded in the plan continues to be the responsibility of the class teacher.

4. Application for an Education, Health & Care (EHC) Plan

Where a child's needs are considerable and there is little progress following interventions and support from professional agencies the decision may be taken to request an EHC Plan. This process will involve presenting to County detailed records of our provision and its impact for their consideration. Parents and carers will be fully involved in the process and have the opportunity to contribute to the reports.

How does Husbands Bosworth Church of England Primary School support my child? *Teaching approaches, learning environments and additional support*

Teachers at Husbands Bosworth offer 'quality first teaching' in which they adapt and differentiate their teaching to meet the diverse needs in each class. The teachers know their classes well and plan learning activities to meet the varying needs. This could include providing additional resources such as visual prompts to support children and maintain an inclusive classroom. The teachers make their classroom environments stimulating and supportive. Displays often provide prompts and reminders in order to support the children and a variety of children's work is often displayed. Each classroom is equipped with aids to support both academic and social and emotional learning- including the use of calming boxes.

Each class is supported by at least one Learning Support Assistant (LSA) during part of the day. Depending on their need and which lesson is being taught, children with a special educational need may also have additional support from LSA's within the classroom in order to support their needs. Staff will have access to training, advice and resources to enable them to contribute to developing fully inclusive practice.

Husbands Bosworth C of E Primary School benefits from having a trained emotional literacy support assistant (ELSA) to support children with emotional development in order to become resilient, ready learners.



At Husbands Bosworth, each child's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the child's individual needs. This may include additional general support by the teacher or Learning Support Assistant (LSA) in class.

If a child has needs related to more specific areas of their education, such as spelling, handwriting, numeracy and literacy skills etc. then the child may be placed in a small focus group. This will be run by the teacher or Learning Support Assistant. The length of time of the intervention will vary according to need. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.

Pupil Progress Meetings are held throughout the year. This is a meeting where the class teacher meets with the Headteacher to discuss the progress of the children in their class. This shared discussion may highlight any potential difficulties in order for further support to be planned.

Occasionally a child may need more expert support from an outside agency such as the Speech and Language Team, Paediatrician etc. A referral will be made, with your consent and forwarded to a panel to decide the most appropriate professional to support your child. After a series of assessments, a programme of support is usually provided to the school and parents/carers.

If your child has an EHCP (Education Health Care Plan), we will put provision in place as outlined in that plan.

The Governors of Husbands Bosworth Church of England Primary School are responsible for entrusting a named person(s), (Ms Sarah Bishop, Mrs Alison Vickers and Miss Daniella Fitzpatrick) to monitor Safeguarding and Child protection procedures. In a support and challenge role the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review all other statutory policies as defined by the DfE.

**How will the effectiveness of provision for children with SEN be evaluated?
How is individual progress assessed and reviewed?**

At Husbands Bosworth C of E Primary School we offer bespoke and standardised interventions to cater for the children's needs. Before starting an intervention, some baseline assessments will be carried out and then reassessed during and after the intervention to measure the progress made. This assessment will then inform further needs and interventions through the assess, plan, do, review graduated approach.

On many occasions, the children will be asked to self-evaluate their own progress and comment upon their own needs.

Interventions and provision for children with SEN will also be monitored through data analysis, book scrutiny, observations and learning walks to assess the children's engagement and provision provided.



How will the curriculum be matched to my child's needs?

At Husbands Bosworth, we plan an exciting and engaging curriculum with a focus on inclusion for all. As far as possible, we aim to keep all of the children in their normal learning environment and make reasonable adjustments to support all children. Dependent of needs, some children with SEN may need their work to be differentiated by the class teacher to enable them to access the curriculum more easily.

Learning Support Assistants may be allocated to work with the child in a 1-1 or small focus group to target more specific needs.

If a child has been identified as having a special need, they will be given a pupil passport to outline strengths, areas for development and key strategies to support. They may also be given an Individual Support Plan which outlines targets to achieve after receiving additional intervention. Targets will be set according to their area of need. These will be monitored by the class teacher regularly and by the SENDCO three times per year. Plans will also be discussed with parents. After jointly reviewing the progress, the next set of targets will be discussed.



If appropriate, specialist equipment may be given to the child e.g. writing slopes, magnifiers, concentration cushions, pen/pencils grips or easy to use scissors.

How will I know how my child is doing? How will you help me to support my child? How will I be involved in discussions about my child's education?

Consulting with parents

The support that parents give to their children is invaluable and we are keen to develop strong working relationships with parents. Throughout the year, there will be many occasions to discuss your child's progress, such as:

- You will be able to discuss your child's progress at Parents' Evenings.
- If your child has been given an individual support plan, you will be involved in discussing the progress made towards specific targets.
- Appointments can be made to speak in more detail to the class teacher or SENDCo by visiting the school office.
- In February, you will be sent a mid-year report, detailing the children's progress in various areas of the curriculum.
- Your child's class teacher will usually be available at the end of each day if you wish to raise a concern.
- There will be parent coffee mornings offered throughout the year which have varying focuses according to parental need.
- The school may put on training for parents, for example phonics support for parents.

Children with medical needs:

- If a child has a medical need then a detailed Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the child.
- Staff receive epipen training delivered by the school nurse.
- Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Medicine consent form is in place and the Medicine must be prescribed by the doctor, to ensure the safety of both child and staff member.
- Staff have first aid training.

The school has an effective anti-bullying policy in place (available on the school website) and incidences of bullying are minimal.

What specialist services and expertise are available/ accessed by the school and parents?

At times it may be necessary to consult with outside agencies to receive their more specialised expertise.

The agencies used by the school include:

- Autism Outreach Team
- Child Protection Advisors
- Educational Psychologist (Siobhan Currie - Partners in Psychology)
- CAMHS (Child & Adolescent Mental Health Service)
- AAP (Attendance Advisory Practitioner previously known as Educational Welfare Officers)
- HSS (Hearing Support Service) to support children with hearing impairment
- VI (Visual impairment) support services to support children with vision impairments
- Health and Social Care
- Children's Therapy Team (Speech & Language/Occupational Therapy)
- Bridge Park Plaza (Paediatricians)
- School Nurse
- LES (Leicestershire Early Support)

The Learn-At multi academy trust (MAT) schools obtain support from Educational Psychologists from Partners in Psychology (psychology service). They would normally only work directly with children whose needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them. This involvement is generally planned at the ISR (In School Review). These are meetings held once a year between school staff and where appropriate, other professionals. The aim of an ISR is to gain an understanding of and try to resolve a child's difficulties in order to help understand the child's educational needs better; the psychologist will generally meet with the parents and give feedback after the assessments/ observations have been completed. They will offer advice to the school and parent/carers on how to best support the child in order to take their learning forward and possibly make further referrals.

Contact details for the support services for parents and carers of these pupils, including those for arrangements made in accordance with Section 32 (Children and Families Act 2014):

Parent Support Worker 01858464795

CAMHS 01162952992

Community Health Services www.leicspart.nhs.uk

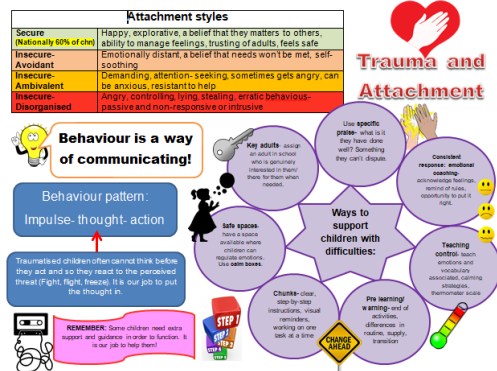
Parentline 0808800 2222 www.parentlineplus.org.uk
 Childline 08001111 www.childline.org.uk
 NSPCC 0808800 5000 www.nspcc.org.uk
 Family Information service 0116 305 6545 www.leics.gov.uk/family
 Speech and Language service 0116 295 5256
<http://www.leicspart.nhs.uk/OurServicesAZSpeechandLanguageTherapyForChildrenandYoungPeople.aspx>

What training are the staff supporting children and young people with SEND had or are having? How is specialist expertise secured?

Staff at Husbands Bosworth are keen to develop their knowledge and skills through various CPD activities/days.

Different members of staff have received training and support related to SEND. These have included sessions on:

- How to support children on the Autistic Spectrum- all staff are AET level 1 trained (February 2023).
- Two members of staff trained on the Autism level 2 (Oct 2019)
- How to support children with speech and language difficulties.
- Phonics support
- Literacy and Numeracy intervention programmes
- Precision teaching strategy
- Spelling and handwriting interventions
- The New Code of Practice training
- Dyslexia
- Anxiety
- Social communication
- Identification and assessment of needs
- Trauma and attachment
- Emotion coaching
- ELSA training and supervision
- Behaviour forum support and Boxall training
- Working memory
- Developing character and resilience
- ADHD solutions training and support
- Sensory processing training
- Zones of regulation training (AO)
- SMART Target setting
- Speech and language support, including speech sounds training



Mrs Varley and Miss Biddle completed the National Award for Special Educational Needs Coordination. They are part of the team of SENDCOs for the Learn –AT multi academy trust and attends half termly meetings with other SENDCOs in the trust. As part of the Learn- At Multi Academy trust, staff will be able to share their knowledge and expertise. Staff will be able to support each other across the schools and where necessary, specialist external support will be sought.



Additional support and training is regularly available for staff. The SENDCO will be providing regular training to staff on different areas of needs throughout staff meetings this year.

Last year the provision for children with SEND was a key priority for all Learn AT schools. All staff attended 5 twilight sessions throughout the year through the 'US programme'. This focused on training all staff on the legal requirements and research informed practices to support children with SEND. Staff were required to create a personal action plan after each session to try something in their practice which they reflected upon and feedback at the start of the following session.

What activities are available for these pupils, in addition to those available in accordance with the curriculum?

At Husbands Bosworth, we offer a variety of extra-curricular activities for children of all ages and abilities, including: Art club, multisports and choir. After school/ lunchtime clubs are carefully planned and adjustments will be made to make sure that they are fully inclusive for all children.



During lunchtimes, a quiet classroom is available for use for children who find unstructured times tricky.

Trips out are planned to support the learning within the classroom. A risk assessment is carried out prior to every trip to ensure everyone's health and safety is not compromised. On occasion parents may be asked to accompany their child on a school trip.

During the school day, some children might take part in social communication groups or partake in sensory circuits to support emotional regulation.

How accessible is the school environment?

As a school we are happy to discuss individual access requirements.

Facilities we have at present include:

- Accessible buildings- the main school and the field rooms.
- A disabled toilet and shower is available at both sites.
- The buildings are all one floor so children are not required to climb stairs.

Please see separate accessibility plan on our website.

How will the school prepare and support my child when joining Husbands Bosworth Church of England Primary School or transferring to a new school?

Many strategies are in place to enable the children's transition to be as smooth as possible.

These include:

- Discussions between the previous or receiving schools prior to the child joining/leaving.
- All children, including new foundation stage children, attend a transition session(s) where they spend some time with their new class teacher in their new classroom, prior to changing year groups.
- The Foundation stage teacher will pre-visit the children in their early years provision before the children start school and complete LearnAT new starters paperwork.
- Additional visits are also arranged for children who



need extra time in their new school.

- Our EYFS team will create a welcome booklet with photos of key staff and the environment to help prepare the children.
- Parents of new starters will be invited to a meeting with the EYFS staff and head of school.
- Our SENDCo is always willing to meet parents/carers prior to their child joining the school.
- Secondary school staff visit the children prior to them joining their new school and the year 5/6 children spend set days at the local High Schools, partaking in various activities throughout the year. This supports the children in becoming familiar with the setting and the routine of secondary school life.
- Information regarding SEN pupils is passed on to secondary schools.
- The children do a lot of activities together as a whole school and will spend time with all adults within the setting.
- Where a child may have more specialised needs, a separate meeting may be arranged with our SENDCO, the secondary school SENDCO, the parents/carers and where appropriate the child.
- Additional transition days can be arranged with the local high schools for children transferring with SEN.

How are the school's resources allocated and matched to the children's special educational needs?

The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs.

The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.

Resources may include deployment of staff depending on individual circumstances.

What should I do if I have a concern or am worried about my child's learning?

Should parents have concerns regarding their child, initially they are encouraged to make an appointment with their child's teacher. They will be able to talk about your child and share examples of work. Further to that, the teacher may suggest speaking to the headteacher or the SENDCo in which concerns can be discussed and some further assessment can occur.

Within the classroom, children are encouraged to talk about their learning on a regular basis. Children often self-assess their work and are encouraged to ask for help if they are unsure. Teachers will verbally talk to the children should they have any concerns in order to find out what the children say they need support with.

What should I do if I have a complaint about my child's education?

We would encourage parents in the first instance to discuss their concerns with their child's class teacher. If the matter is not satisfactorily resolved, you should then make an appointment with the SENDCo, Headteacher or another member of the Senior Leadership Team. The Chair of Governors is also available to listen to complaints or concerns and

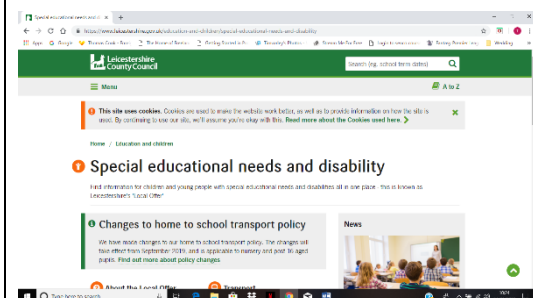
mediate with the school to resolve any issues. They are contactable through the school office.

The school is committed to working in close partnership with all members of the school community. Staff and governors actively encourage a positive relationship between the school and families.

Who can I contact for further information?

If you wish to discuss your child's educational needs then please contact the school office to arrange a meeting with your child's class teacher or the school SENDCo. If you are seeking further outside agency support, please come into school and arrange to see Miss Biddle whom will be able to direct you to some additional support.

Where can I find the Local Authority's Local Offer?



We work closely with the local authority to ensure that our school offer of SEN complies with the new Code of Practice. The local authority's local offer (what is available for parents and children in Leicestershire) can be found on their website at <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/>

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Review 10/09/2026