

# Special Educational Needs and Disabilities

Information Report

September 2025



Boughton  
Primary  
School

What is this information report for?

Our SEND policy identifies our aims and objectives for children with SEND.

This information report is designed to give stakeholders the practical information behind the policy.

# What is SEND?

The Department for Education SEND Code of Practice (2014) states that:

*A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*

- Has a significantly greater difficulty in learning than the majority of others of the same age, or*
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.*

# What does this definition mean at our school?

- Approximately 1 in 5 children will have an identified special educational need at some time during their school career.
- We are careful to distinguish between underachievement and SEND. When a need is identified or a child is awaiting specialist assessment, we place them on our SEND register.
- Some children may have a short-term need that is linked to their development, such as early speech and language difficulties. If targeted intervention has been successful, and the need does not persist, children will be removed from the SEND register.
- For some children, needs are long-term, significant and sustained. This may mean that support is needed throughout their time at school.

# Vision and values at Boughton Primary

- We believe in providing every possible opportunity to develop the full potential of every child.
- All staff value the individual and aim to provide an inclusive environment.
- Quality First Teaching in the classroom is the universal offer.
- We adopt flexible approaches to classroom organisation and groupings, in order to make the reasonable adjustments needed to meet each child's needs.
- When needed, we will provide additional adult support, which may include using areas beyond the classroom to meet individual needs.
- We know that early intervention is the key to success.

# Who can I talk to if my child has SEND or if I am concerned about their progress?

Your child's **class teacher** should always be the first port of call for any conversations about your child's wellbeing, learning and progress.

Our SENDCo is Mrs Charlotte Bremridge. She can be contacted directly regarding SEND matters via [senco@boughtonacademy.co.uk](mailto:senco@boughtonacademy.co.uk)

## Other people in school you can talk to

You can talk to other senior leaders: Mrs Rachael Allen (KSI & EYFS leader), Mrs Rachel de Pass (KS2 leader), Mrs Jodie Hartwell (Deputy Head) or Mrs Mary James (Head Teacher).



# What types of SEND are there?

There are four categories of SEND:

Cognition and Learning (C & L)

Communication and Interaction (C & I)

Social, Emotional and Mental Health (SEMH)

Sensory and/or Physical needs (SN/PN)

# The four types of SEND: Cognition & Learning

Type of SEND	Examples
Cognition & Learning	<p>Learning difficulties which may cause a child to progress at a slower rate than their peers.</p> <p>These can include:</p> <ul style="list-style-type: none"><li>- General learning difficulties, which may be moderate or severe</li><li>- Specific learning difficulties: dyslexia, dyscalculia &amp; dyspraxia</li><li>- Profound &amp; multiple learning difficulties, where a child is likely to have severe &amp; complex learning difficulties as well as a physical difficulty or sensory impairment</li></ul>



# The four types of SEND: Communication & Interaction

Type of SEND	Examples
Communication & Interaction	<p>Difficulties in communicating with others. This can include:</p> <ul style="list-style-type: none"><li>- Speech, language and communication difficulties, where a child struggles to express their thoughts or understand language from others</li><li>- Social communication difficulties, where a child struggles with the social rules of communication . Children on the autism spectrum usually have needs which fall into this category.</li></ul>

# The four types of SEND: Social, Emotional & Mental Health

Type of SEND	Examples
Social, Emotional and Mental Health	<p>These needs may reflect a wide range of underlying difficulties or disorders, including:</p> <ul style="list-style-type: none"><li>- Mental health difficulties such as anxiety, depression or an eating disorder</li><li>- Attention deficit disorder, attention deficit hyperactive disorder</li><li>- Attachment disorder</li><li>- Adverse childhood experiences</li></ul> <p>These needs can manifest in a number of ways, for example, through challenging, disruptive or disturbing behaviour, or by the child becoming withdrawn or isolated.</p>

# The four types of SEND: Sensory and/or Physical

Type of SEND	Examples
Sensory and/or Physical needs	<p>These would usually be as a result of a disability which hinders the child from accessing the educational facilities generally provided, and may include:</p> <ul style="list-style-type: none"><li>- A sensory impairment such as vision, hearing or multi-sensory impairment</li><li>- A physical impairment</li></ul>

# Stages of SEND



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# Nationally, there are two stages of SEND

Stage	Support
School Support (K)	<p>This applies to any child without an EHCP, who is identified on the school's SEND register. Funding for each child's needs comes from the school's budget.</p> <p>Schools can apply for additional, top-up funding, known as Targeted SEND Funding, but have to evidence a £6K spend on the individual before doing so.</p>
Education Health and Care (E)	<p>An Education Health Care Plan is an individualised plan, which a very small proportion of pupils in SEND may have. The process involves school or parents making a request for statutory assessment (RSA) to the local authority. If the request is agreed, the local authority proceed with an assessment, and may issue a plan as a result.</p> <p>This statutory process involves gathering evidence of needs from the school, parents and other professionals. It should take 20 weeks in total.</p>

# At Boughton, we have further defined school support.

Stage	Support
Stage 1(a)	<b><u>Universal offer</u></b> Well differentiated, Quality First Teaching (QFT). This will include learning in the classroom, with occasional small group intervention or support as needed.
Stage 1(b)	<b><u>Watch-list</u></b> Pupils whose learning or social needs are giving cause for concern are added to our watch-list and we initiate our graduated approach, using an Individual Education Plan (IEP) to set targets.
Stage 2 (a)	<b><u>Additional Support: K</u></b> Children whose difficulties persist, with an identified need, or those awaiting assessment by outside agencies, are added to the school's SEND register. The school uses its notional SEND budget to provide further support for these children.
Stage 2 (a)	<b><u>Additional Support: K – High Needs</u></b> If the school can evidence a spend of £6000 or more on an individual's support, we will apply for Targeted SEND Funding. Only a small proportion of pupils will be eligible. This may allow the school to provide further, time-limited support.
Stage 3	<b><u>Education, Health and Care Plan: E</u></b> Where difficulties persist, are significant, sustained and long-term, the school will consult with parents and submit a Request for Statutory Assessment (RSA). More information about this process follows later in this report.



The graduated approach



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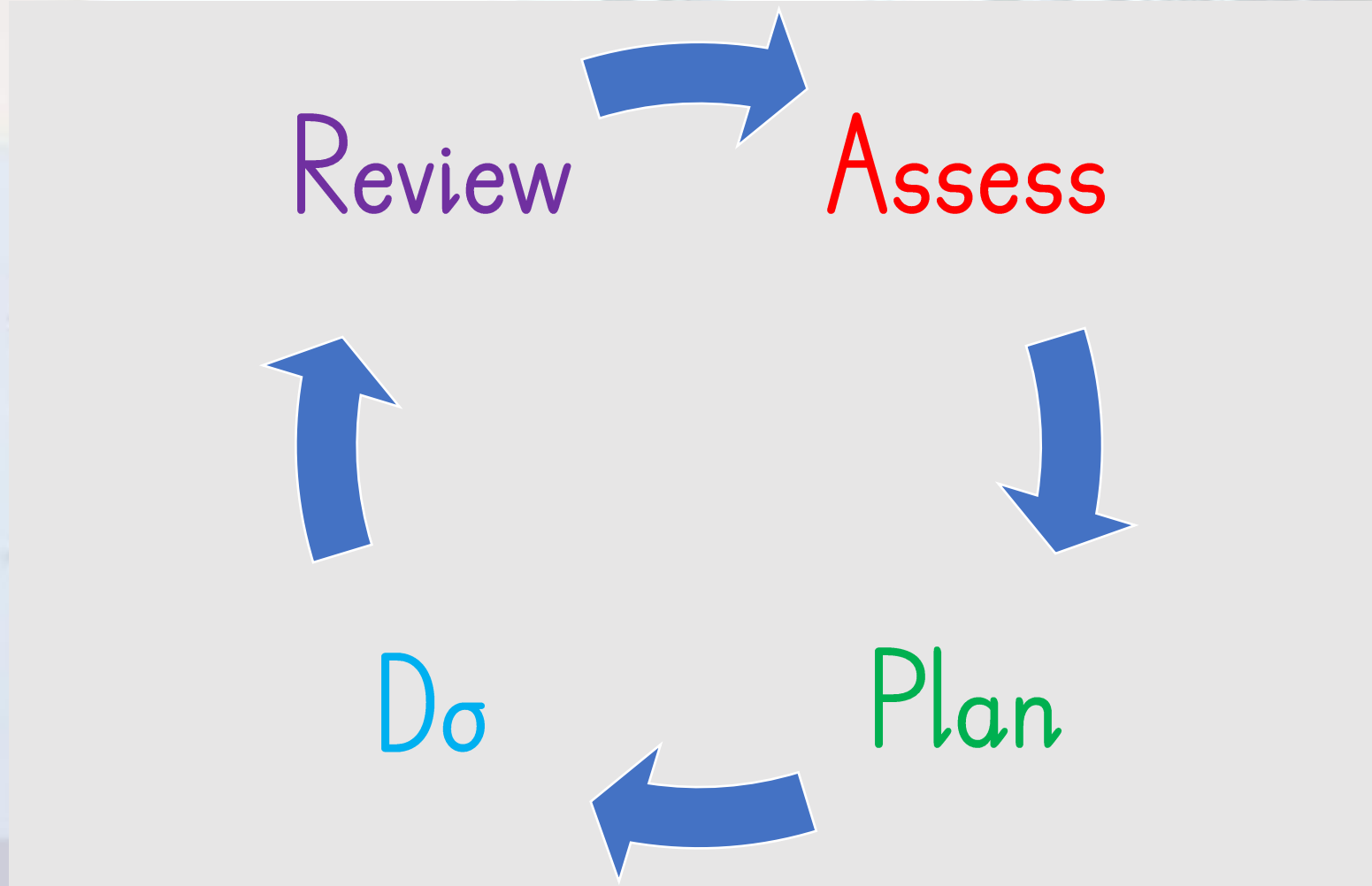
# Provision Map

Starting this academic year, we are now using a online platform called Provision Map to support staff with the graduated approach.

This service allows staff to effectively:

- Create, track and review any interventions their pupils are having.
- Create, track and review any Individual Education Plans (IEP) using the graduated approach
- Share information about a pupil with relevant staff

The graduated approach is a cycle which involves 4 parts:



# What does this look like in practice?

## Review

We will assess the impact of the plan and whether the outcomes have been met. This may result in support & intervention continuing, ending or being increased.



## Assess

All children are assessed at regular intervals throughout the year, whether through observations, work in their books or standardised tests. When a child is not making the progress we expect, we will assess to identify strengths and difficulties.



## Plan

We will agree learning outcomes and make a plan of the support we will give your child, to help them reach these outcomes. We will make a record of this and share it with those working with your child.



## Do

We will put the plan into practice. The plan will consist of support or intervention that is **additional to** and **different from** the universal offer. The class teacher, supported by the SENDCo, will be responsible for ensuring the plan is actioned.



# What else is needed, to maximize children's progress?

## Health needs

Regular eyesight tests can pick up vision issues that might otherwise go unchecked. We will ask that your child has an eye test and a hearing test before we proceed with referrals.

## Attendance

To have the best chance of achieving their full potential, children need to have at least 96% attendance.

## Reading and homework

Practice makes perfect. Children need to be reading at home 5 times per week and completing any homework set.

## Ready to learn

Children need to come to school ready for learning, by having the nutrition and rest that they need.



Specialism, experience, training and support  
at Boughton



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# Our universal offer — Quality First Teaching

All teachers and teaching assistants have had training in:

Sounds-Write (phonics)

Kinetic Letters (strengthening and handwriting — gross and fine motor development)

Talk for Writing

Place Value of Grammar and Punctuation

Same Day Intervention (maths)

# SEND training

Our staff have had a range of training, including:

- Autism awareness
- Precision Teaching
- Switch On Reading
- Memory matters
- Dyslexia awareness
- Setting SMART targets
- Sensory circuits
- Occupational Therapy programmes
- ELSA
- Zones of Regulation
- Team Teach
- Senior Mental Health lead
- Mental Health First Aid

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# Interventions we use

We use many of our QFT approaches as the starting point for interventions with small groups and individuals, such as:

Sounds-Write

Kinetic Letters

Same Day Intervention

Area of learning	Intervention
Reading	Switch On VIPERS comprehension work
Reading/phonics	Precision Teaching
Writing	Colourful Semantics Touch Typing
Maths	Plus One Power of Two Numicon Mathletics
Social Skills	Circle of Friends Social Detective Superflex

# The Local Offer

All local authorities are required to have a Local Offer according to the following legislation:

- [Children and Families Act 2014](#)
- [Special Educational Needs and Disability Code of Practice 2014 \(0 to 25 years\)](#)
- [Department for Education regulations](#)

You can find the West Northamptonshire Local Offer by following this link:

<https://www.westnorthants.gov.uk/local-offer>

# The Local Offer

Services available from West Northants include:

Specialist Support Services

SEMH panel

Health provision available:

Speech and Language therapy

Community Paediatrician

Occupational Therapy

CAMHS

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# Other commissioned services

We use some of our devolved SEND budget to buy in commissioned services. This is because the availability and waiting times for many public services is a barrier to identifying pupils' needs.

The commissioned services we use include:

Educational Psychologist

Specialist Dyslexia Assessor

Occupational Therapy

Behaviour Support service



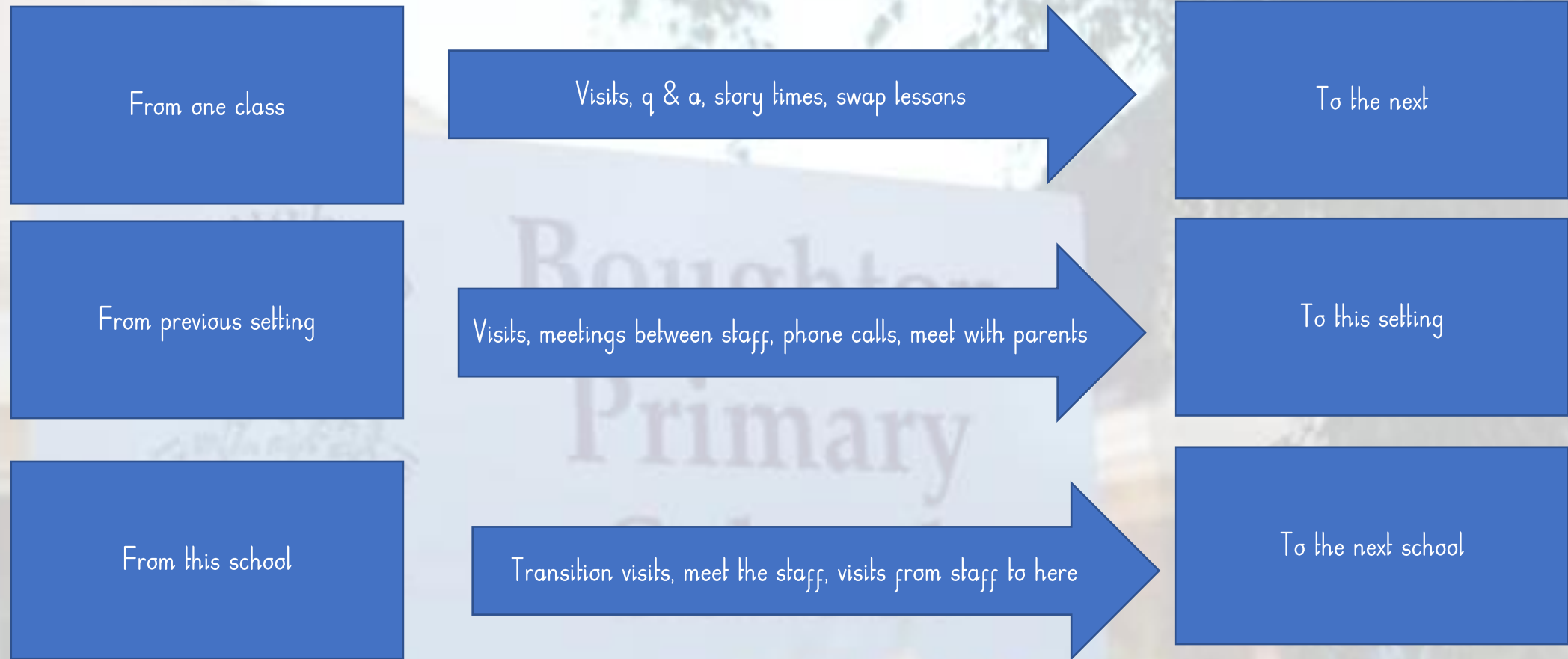
# Involving parents

Stage	Support
Stage 1(a)	<p><b><u>Universal offer</u></b></p> <p>Parents' evenings, Come and See My Work Week, end of year report. Daily informal opportunities to talk at the door, or by telephone or email.</p>
Stage 1(b)	<p><b><u>Watch-list</u></b></p> <p>Sharing IEP targets and reviewing progress (class teacher). Involvement of SENDCo in meetings if concerns persist and SEND is suspected or identified.</p>
Stage 2 (a)	<p><b><u>Additional Support: K</u></b></p> <p>Reviews with class teacher and SENDCo, with a view to outside agency involvement.</p>
Stage 2 (a)	<p><b><u>Additional Support: K – High Needs</u></b></p> <p>Reviews with class teacher and SENDCo, to monitor progress and agree whether statutory assessment is needed.</p>
Stage 3	<p><b><u>Education, Health and Care Plan: E</u></b></p> <p>Planning meeting with SENDCo when the EHCP is issued Annual review with SENDCo around the anniversary of the EHCP. Other specialist professionals may be invited to attend the annual review.</p>

# Involving pupils

Stage	Support
Stage 1(a)	<u><b>Universal offer</b></u> Pupil forum Well-being journal check-ins Daily involvement with class teacher and TAs
Stage 1(b)	<u><b>Watch-list</b></u> Gather pupil views e.g. on a one-page profile Identify barriers and work together to problem-solve
Stage 2 (a)	<u><b>Additional Support: K</b></u> Small group support, opportunities to talk to teacher or TA if needed, opportunities to talk to SENDCo if needed; review one-page profile
Stage 2 (a)	<u><b>Additional Support: K – High Needs</b></u> Small group or individualised support, planned with pupil, teacher and other adults according to need; review one-page profile
Stage 3	<u><b>Education, Health and Care Plan: E</b></u> Individualised support planned and reviewed with pupil, teacher and other adults.

# Transition



# The Education Health Care process

## ***EHCP Process Flowchart***

### **1-6 weeks**

A parent or school makes a request for an EHC Needs Assessment to the LA.  
This is a simple letter saying why you think your child has special educational needs and why his/her needs cannot be met at school without additional support.



The letter gives the right of appeal to Sendist, see the Sendist appeal process for more info

Within 6 weeks of making the request, you will receive a letter from your local authority with a decision about the request for an EHC Needs Assessment. If they feel that this is not necessary, the letter will explain why not.

### **6-12 weeks**

Those who are contacted for information related to the EHC needs assessment, have 6 weeks to respond. This is a legal requirement regardless of waiting lists or a shortage of professionals to carry out the work.

As the information from the above is received, the LA should decide whether or not to issue an EHC Plan and reach this decision by week 12. By week 12, the Local Authority should decide if it will be able to start drafting the EHCP. This draft will be sent to the parents and all those who contributed advice and information to the EHC Needs Assessment.

### **13-16 weeks**

If by week 12, the LA has decided to issue an EHC Plan then it must issue the draft version by week 14, sending a copy to parents and all those who contributed to the EHC Needs Assessment. The draft EHCP should be sent along with all of the information and advice received during the EHC Needs Assessment process.

Once the draft EHCP has been issued, the parents have 15 days in which to respond to the draft with their comments and changes, to name the type of school (mainstream or special) and/or the specific school they want named in the EHCP and to request a meeting with the LA if they would like to discuss the EHCP.

Once the LA has received the parent's decision about school placement then they must consult with the school specified by the parents and the school must respond with its decision within 15 days. All responses from schools will be shared with the parents.

If by week 12 the LA decision was to not issue an EHCP then it must notify the parents of this decision and of their right of appeal; this must be done by week 16.



### **17-20 weeks**

Between week 17 and week 20 the LA should issue the final EHCP. A copy should be sent to the parents and to the school named in the EHCP, where the child or young person will be attending.



The final EHCP will explain parental rights & the right to appeal to a tribunal

The 20-week deadline is a legal deadline and any extension beyond the 20 weeks is limited to specific exceptions.

### **What's next?**

Assuming you've received your EHCP without a hitch, you can expect it to be reviewed yearly. For children under 5, the reviews are every six months. The annual review gives the parents, the child, the Local Authority, and the educational facility an opportunity to reflect on the last year and suggest changes.

*Presented by:*



# Support for parents

For impartial information and advice, contact [IASS](#).

[SENDIASS@westnorthants.gov.uk](mailto:SENDIASS@westnorthants.gov.uk)

## What can the service offer you?

- A free impartial service with independently trained staff.
- Someone impartial to talk to in confidence
- Information and support on a one-to-one basis
- Information about SEND Services in your local area
- The Local Offer
- Personal Budgets
- A straightforward explanation of SEND services and procedures
- Information on special educational needs and disability, health and social care
- Facilitate form filling
- Someone to assist you put forward your views
- Someone to attend meetings with you, when required



# Medical Needs

All medical requirements are requested from parents prior to admission. These are kept in each child's individual record and within our medical needs register.

All medicines are kept in a locked cupboard.

Pupils needing regular medical support will have an individual health care plan, agreed between parents, school and medical professionals, as appropriate.



# Complaints

If you wish to raise a concern about an SEND matter, in the first instance we always recommend a conversation with the class teacher or SENDCo, to try to resolve the issue.

If you are dissatisfied with the response or the way the concern has been handled, please refer to our Complaints' Policy which can be found [here](#).