Badbury Park Primary

Be Adventurous Be Ambitious Be Curious Be Kind

SEN Information Report

November 2022

At Badbury Park Primary School, all pupils are equally valued. We aim to provide an exciting and inspiring, balanced curriculum for all children, whatever their ability or need. Every teacher is a teacher of every child, including those with a special educational need or disability.

Our school is a vibrant, friendly place where all children are at the heart of everything we do.

We believe in teaching skills, sharing knowledge and building special memories that children will take with them through the rest of their lives.

Through inspirational teaching, determination, love and laughter, the children in our school can achieve their greatest potential, regardless of their starting points or their barriers to their learning. We aspire to do this through a creative, knowledge and skills led curriculum, with outdoor learning and play at its core, promoting confidence, collaboration and engaging curiosity.

We believe in teaching, modelling values and preparing children for life in the 21st Century, giving them a solid foundation for their future. We teach the knowledge and skills of the National Curriculum and Early Years Framework with an additional focus on outdoor learning and Forest school. This outdoor approach has proven to have a significant outcome in the attainment of all children, including those with special educational needs.

We offer a full curriculum that is inclusive to all children, whatever their needs. The teaching staff work with the Blue Kite Academy Trust SEND team to ensure they support the children academically, physically and socially. The school maintains a very close working relationship with children, staff, parents and outside agencies.

All staff are trained to deal with a wide range of individual needs, to ensure all children are treated equally. The school, in consultation with the SENDCo, Trust Inclusion Manager and Local Governing Body, will review the provision for children with SEND every year. Parents will always be closely involved in all aspects of special provision.

Definition of Special Educational Needs

A child or young person has Special Educational needs (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they: a) have a significantly greater difficulty in learning than most others of the same age.

Or b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in a mainstream school. A child under compulsory school age has special educational needs if they fall within the definition at a) or b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Bill).

What special educational needs are catered for?

- Communication and interaction - speech and language difficulties, social communication and interaction difficulties, Autistic Spectrum Condition
- Cognition and learning - including moderate Learning Difficulties (MLD), Specific Learning Difficulties (SPLD), Severe Learning Difficulties (SLD)
- Social, Emotional and Mental Health needs (SEMH) – attachment difficulties, attention deficit hyperactivity disorder (ADHD), attention deficit disorder (ADD), anxiety and social and emotional developmental delay.
- Sensory and/or physical needs – hearing loss, visual impairments, hearing impairments, sensory processing difficulties and physical difficulties.

Who do I contact if I have concerns?

Parents/carers are encouraged to raise any concerns they have with the class teacher during designated times (such as parent consultations). However, parents are invited and encouraged to contact the Class Teacher and /or SENDCO Mrs Alyson Mazzotta if they feel that their child has additional needs that require support.
Please contact the school office on 01793 29910 or email send@badburyparkprimary.co.uk

How does the school know if my child needs extra help?

We assess each pupil's current skills, levels, and progress continuously. A pupil would be identified as needing extra help if they are:

- Working significantly lower than age related expectations
- Identified through pupil progress tracking as making little or no progress.
- Being affected by low self esteem or behaviour
- Failing to match or better the child's previous rate of progress.
- Failing to close the attainment gap between the child and age-related expectations.

Slower progress and low attainment will not automatically mean a pupil is recorded as having SEND.

How will the school support my child?

We follow the guidance in the Special Educational Needs Code of Practise (2014). This recommends a Graduated response to SEND which comprises of four stages, Assess, Plan, Do and Review.

Assess

We assess and analyse your child's needs and work in partnership with parents and careers to gain a deeper understanding of the potential barriers to learning.

The aim of these conversations is to ensure that:

- *we learn the valuable information that you hold about your child.*
- *the child's views are heard and incorporated into future plans.*

- *everyone develops a good understanding of the pupil's areas of strength and needs.*
- *everyone understands the agreed outcomes and next steps*
- *we work as a team to support your child.*

Plan - How will we do it?

All teachers are teachers of SEN and are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEND. Children with SEN are taught to be independent, to use strategies to support their needs and are given the love of learning that we hope all of our children leave our school with. The needs of children with SEN are considered on an individualised basis and they are planned for accordingly.

A range of strategies and approaches are used, for example,

- Differentiating the teaching and curriculum, e.g. groups sizes, 1:1 work, learning style, resources, visual aids, pre-teaching of key concepts etc.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, Now and Next boards, larger font etc.
- Delivering specific interventions such as Talk Boost, ELSA, Play Therapy, catch up programs, Time to Talk, SPARKS
- Delivery booster groups such as extra phonics, fine motor, writing groups etc

ISPs will be written for each child on the SEND register, as well as those who are at a level of 'concern'. Children and parents will be involved in written these ISPs and can contribute their aims and wishes for the year, as well as the children's strengths and how they like to learn. Clear, precise and achievable targets will be set. These will be assessed and reviewed as part of the graduated response to SEND three times a year – at the end of the Autumn, Spring and Summer terms.

Do - what we will do?

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility if attending an intervention away from the main class teacher.
Class teachers will work closely to plan and monitor the impact of interventions and to make links with the classroom. The SENDCo will be on hand to problem solve when needed.

Review

Reviews of a child's progress will be ongoing. The targets will be reviewed to evaluate the impact it is having on progress. The child will be asked how they feel about learning and what helps them to learn. This is age dependent and we also seek the views of parents. The class teacher and in some cases, the SENDCo, will look at what is working and why is it successful and also investigate what is not working and why. Targets will be set and amended during regular meetings, at the end of each term.
Sometimes a pupil may need support from an outside agency. If this is needed, this will be discussed with the parent and parental consent will be required in order to proceed. If the child's needs are persistent, complex or severe and there are still barriers to learning this may lead to the school applying for an Education Health and Care Plan.

We work with the following agencies:

- Social, Emotional and Mental Health Support Service
- Specific Learning Difficulties Support Service
- Autism Outreach Team

- Swindon Autism Support Service
- Play Therapists
- Hearing Impairment team
- Visual Impairment team
- Educational Psychology Service
- Educational Welfare Officers
- Physical and Disability Support Service
- Social Services
- Parent Support Advisor
- School Nurse
- Targeted Mental Health Service (TaMHS) or Child & Adolescent Mental Health Service (CaMHS)
- Speech and Language Therapy
- Occupational Therapy
- Outreach/Inreach from specialist provisions.
- Early Help Hub

Parents will be formally notified if your child is placed on the school SEND register as part of our response to SEND.

Educational Health and Care Plans

A child's needs may mean that they require an Education Health Care plan.
More information can be found on the Swindon Local Offer.

If a child has an EHCP then parents and professionals will be invited to attend an annual review. Regular contact will be kept with parents throughout the school year. The child's views will be sought before each meeting.

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school or other setting the pupil is moving to. The school offers good transition plans from home to nursery, nursery to reception, KS1 to KS2 and KS2 to a variety of local secondary schools.
All pupils joining the school in nursery or reception will have the opportunity for a home visit or meeting at school.
Pupils in year 6 will be invited to transition session in their new secondary school.
Additional transition plans are made accessible for children who require extra support.

Can pupils with SEN have access to all activities?

All our extra-curricular activities and school visits are available to all our pupils.
All pupils are encouraged to go on our residential trip(s) and class trips and risk assessments will be completed to address any concerns.

All pupils are encouraged to take part in sports day, school plays, special workshops and can become a part of the school council.

No pupil is ever excluded from taking part in these activities because of their SEN or disability. If a child has a disability, then the school is fully inclusive. All classrooms can be accessed from the

school playground.

Complaints about SEN provision

Complaints about SEN provision in our school can be made to:

Executive Head, Mrs Jo Fraser Head@Williammorrisprimary.co.uk

Head of School Mrs Louise Dance Headofschool@badburyparkprimary.co.uk

SENDCO, Mrs Alyson Mazzotta send@badburyparkprimary.co.uk

This is the first response and then if needed they will be referred to the school's complaints policy.

The parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that the school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Where can I go for more information?

Our local authority's local offer is published here: https://localoffer.swindon.gov.uk/home

Our contribution to the local offer can be found here.

The Special Educational Needs and Disability Information Advice and Support Service

SENDIASS (formerly Swindon Parent Partnership Service) offer independent advice and support to parents and carers of all children and young people with SEND.
The SENDIASS details are Tel. 01793 466515
http://swindonparentpartnershipservice.moonfruit.com/
SENDIASS will also provide information on how to access an Independent Supporter for those parents whose children are being assessed for an EHCP.
The address for the Statutory Assessment Team is: Wat Tyler House, Beckhampton Street, Swindon, SN1 2JG

Other helpful websites

https://swindonsendfamiliesvoice.org.uk – Swindon Send Family Voices
https://localoffer.swindon.gov.uk/content/send-local-offer/landing-pages/document-library-landing-and-content-pages/send-news/ - SEND News Splash

Monitoring arrangements

This policy and information report will be reviewed by the SENCO (Emily Day) every **year**. It will be approved by the governing board.

Links with other policies and documents

This policy links to our policies on

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions