



Badbury Park Primary



Be Adventurous



Be Ambitious



Be Curious



Be Kind



SEN Information Report

September 2023

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 and determination, 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, Forest school and Education for Social Responsibility. 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.

What is Special Needs?

In accordance to the SEND **S**pecial **E**ducational **N**eeds and **D**isability Code of Practice 2016

A pupil has SEND where their learning difficulties or disability calls for special educational provision, namely **different from or additional to** that normally available to pupils of the same age

A child or young person has Special Educational Needs or Disability (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 2014).

What are the SEND areas that the school provide 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 often at parent evenings or structured conversations about their child's progress. These concerns are then shared with our SENDCO Mrs Eleanor Christmas and a meeting will be called to discuss if your child has additional needs that require support.

Please contact the school office on 01793 29910 or email send@badburypark.bluekitetrust.org

How do we Identify children with SEND ?

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

- Concerns raised by parents
- Concerns raised by class teacher which may involve your child;
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
Despite support being put in to close any attainment gap previously identified, limited progress has been made in closing the attainment gap between the child and age-related expectations.
- Medical reports from outside agencies
- Reports from previous educational settings, preschools or previous schools
- Using the Swindon Core Standards SENDco completes Needs Checker Summary and then class teacher completes Identification Summary Sheet.

Slower progress and low attainment do not automatically mean a pupil is identified as having SEND.

How will the school support my child?

We follow the guidance in the Special Educational Needs Code of Practise (2014) know as the **graduated response** to SEND which comprises of four stages, **Assess, Plan, Do and Review**.

Under the Code of Practise once your child is identified as having SEND and is placed on our SEND register then we will meet with parents **3 times a year** to discuss and review the support put in place for

your child. There may also be informal conversations, emails or telephone calls in addition to this and this will form part of our support and **co productivity** with families who have a child with SEND in our school

Once the child is identified as having SEND we will place them on our school SEND register, using the term SEN Support and immediately inform you and start the Graduated Response.

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

All teachers are teachers of SEND and are responsible and accountable for the progress and development of all the pupils in their class. This is often referred to as **First Quality Teaching** and is our first step in responding to pupils who have SEND. Children with SEND 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 SEND are considered on an individualised basis and they are planned for accordingly.

An **Individual Support Plan ISP** will be written for each child on the SEND register. Children and parents will be involved in written these ISPs and can contribute their aims 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 – in Term 2, 4 and 6

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

- Scaffolding the teaching and curriculum, e.g. groups sizes, 1:1 work, adapted to learning styles, resources, visual aids, pre-teaching of key concepts etc.
- Using recommended aids, such as alternative ways of recording, visual timetables, Now and Next boards, larger font etc.
- Delivering specific interventions such as Talk Boost, ELSA, Catch Up programs, Time to Talk, SPARKS
- Delivery booster groups such as extra phonics, fine motor, writing groups etc

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility to deliver and review the targets even if your child is 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 offer support and discuss any issues arising.

Review

Reviews of a child's progress will be ongoing as recorded on the ISP. The targets will be reviewed to evaluate the impact it is having on progress. The child will be asked to talk about their 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 three times a year.

Sometimes a pupil may need support from an outside agency. If this is needed, this will be discussed with the parent and parents informed. In most cases then an **Early Help Assessment Plan** will be opened in order to access outside agencies support. Once at child is at Early Help then a Team Around the Family meetings will take place every 6 weeks. These will have targets set in addition to the ISP targets which are often for the family and outside agencies as well.

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:

- Blue Kite Lighthouse Inclusion and Family Support team
- 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

Educational Health and Care Plans EHCP

If after several reviews of a child's ISP and additional concerns from adults involved with a child it may be decided that a child's needs further support and they require an Education Health Care plan.

More information can be found on the [Swindon Local Offer](#) and in Badbury Park Primary SEND policy

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.

How adaptations are made to the curriculum and the learning environment of children with SEND?

The teachers and teaching assistants at Badbury Park Primary School are skilled and have developed effective ways of making reasonable adjustments for the curriculum on offer on our classes to include a diverse range of learning needs and learning styles. Working from the needs identified in the EHCP or ISP teachers are able to support and scaffold tasks in the classroom to ensure the best learning outcomes. Such adaptations will be planned by the teacher with support from the SENDco. These planned adjustments across the curriculum are also part of our Teaching and Learning policy with support and scaffolding.

This could be working alongside an adult to provide additional support in breaking down the task into more accessible parts, or it could be working with more scaffolded learning with additional support on hand, such as word mats, pictures to support reading tasks, maths apparatus to support all aspects of the maths lesson.

Adaptions may need to be made to the environment with accessibility or providing additional space for a child to learn.

Additional resources are also available for children with SEND and can be accessed from the SENDco, wobble cushions, ear defenders, fiddly toys, sensory toys. We also have calm areas in school and an Immersive room fully accessible.

We take advice each year from our site manager on the accessibility of our school site and classrooms and adapt according to all recommendations.

What expertise and training of staff takes place at Badbury Park Primary to support children with SEND?

Our SENDco is Assistant Head and Inclusion Lead and holds the National Award for SENDco in Inclusion and working with Vulnerable learners. She regularly attends Blue Kite BRICK SENDco meetings for support and training with other SENDco from the Blue Kite schools. She is also trained as a Senior Mental Health Lead as well as attending regular meetings with support hubs.

As a school we work closely with the Lighthouse Inclusion team who offer training for our teachers and TAs.

We hold regular staff meetings to discuss Support and Challenge as well as developing our classroom curriculum offer to meet the needs of the children identified with SEND.

As part of our School Development Plan we are developing our Inclusion provision as well as recently employing an Inclusion Worker to work alongside children and train other adults in inclusive practise.

How do we support the improvement of the emotional and social development of children with SEND?

At Badbury Park Primary we aim to support all children with emotional and social development. But we are aware that at times children with SEND may face challenges and as a staff we are able to offer support. In class we follow a PSHE curriculum and we also have calm areas set up in class where children can express their worries. All children are trained to say **Stop I don't like it** if something happens in school that they are not ok with. We encourage all children to follow our school values of the 4Bs Be Adventurous, Be Ambitious, Be Curious and Be Kind. We focus our anti bullying work as part of work on Be Kind. We make time to listen to the children when they are worried or concerned in a daily circle time with our Badbury Bee. As part of our work with Lighthouse Blue Kite Inclusion Team we have a Parent Support Advisor who once referred is able to meet regularly with families. Through the Lighthouse service we are also able to access drawing and talking, play therapy and advice on supporting children in class with more significant SEMH needs.

We also have our own Inclusion Worker in school who works with children identified with SEMH needs either as part of their EHCP provision or ISP provision. Our Inclusion Worker is also a trained ELSA. Mrs Christmas SENDco is currently training to be a Senior Mental Health Lead. Teachers and TAs have regular access to support from the Lighthouse Team for more tailored support for individual children.

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 for all children joining our school whether from home to nursery, nursery to reception, KS1 to KS2 and KS2 to a variety of local secondary schools. We have also developed an enhanced transition programme for children who need additional support.

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 with SEND will be invited to enhanced transition session in their new secondary school and we will ensure an additional handover to the SENDco in all our Secondary Schools.

Additional transition plans will be 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 and we work with the activity providers, parents and carers and school staff to make the activities and trip as inclusive as possible. This may involve additional planning before the activity and trip goes ahead and additional adult support.

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

Initial concerns are dealt by the class teacher, SENDCo Mrs Christmas and headteacher, Mrs Dance.

Full details about handling complaints are found in the Complaints Policy

In some cases, additional support for parents can be accessed through the Swindon Information and Advice service and Swindon Family Voices (see links below)

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>

Swindon SEND Information advice and support services. (SIAS)

The SEND information, advice and support service (previously known as SENDIASS) provides information advice and support about education, health and social care for children and young people from 0 to 25 years with special educational needs and disabilities, as well as their parents and carers.

[https://www.swindon.gov.uk/info/20050/educational_support/766/sias -
_swindon send information advice and support service](https://www.swindon.gov.uk/info/20050/educational_support/766/sias_-_swindon_send_information_advice_and_support_service)

Other helpful websites

<https://swindonsendfamiliesvoice.org.uk> – Swindon Send Family Voices

Monitoring arrangements

This policy and information report will be reviewed by the SENDco annually and updated

Links with other policies and documents

This policy links to our policies on

- Accessibility plan
- Behaviour Policy
- Equality Diversity and Inclusion
- Supporting pupils with medical conditions