

Badbury Park Primary



Be Adventurous



Be Ambitious



Be Curious



Be Kind



A guide for Parents and Carers for SEND provision at Badbury Park Primary School.

## SEND Information Report

### October 2024

***Badbury Park Primary School is a friendly and welcoming school. It is a nurturing and inclusive place to learn.*** Ofsted January 2024

This report is designed for all parents, carers and those involved with the children in our school to understand what SEND is and how we support and provide for children on our SEND register.

It is written alongside our SEND policy, which is published on our website with additional information about SEND provision at Badbury Park.

<https://www.badburyparkprimary.co.uk/send-inclusion>

## Introduction

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.

Our 4 Bs – our school values, are central to all that we do and are embedded in our teaching and learning policy and our behaviour policy of “being curious not furious”



Every teacher is a teacher of every child, including those with a special educational need or disability.

The class teachers are responsible and accountable for the progress and development of the pupils in their class. (Code of Practice 6.36)

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. (Code of Practice 6.37)

## What is Special Needs?

In accordance to the SEND Special Educational Needs and Disability 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?

SEND provision is divided into 4 areas of need and whilst some children will have needs across these 4 areas this helps with identifying the main and secondary need and planning for the most effective provision.

- **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 **initial** 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 299101 or email SENDco [send@badburypark.bluekitetrust.org](mailto:send@badburypark.bluekitetrust.org) after you have raised a concern with your child's class teacher.

## 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 SEND Needs Checker Summary and the Blue Kite Graduated Response outlining Universal Provision, SEND support provision and High Needs Provision

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

### How will the school support my child?

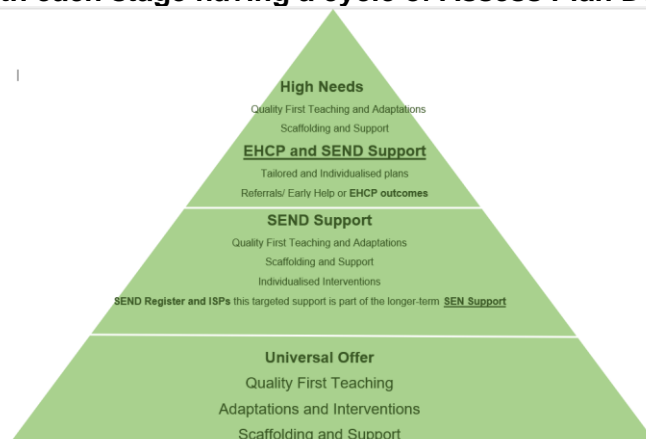
We follow the guidance in the Special Educational Needs Code of Practise (2014) known as the **graduated response** to SEND which comprises of four stages, **Assess, Plan, Do and Review**.



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 we will immediately inform you and start the Graduated Response. See Appendix 1

### **Stages of SEN Support: with each stage having a cycle of Assess Plan Do Review**



## Assess

We assess and analyse your child's needs and work in partnership with parents and carers 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 **Quality First 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.

A **Learning Plan** will be written for each child on the SEND register. Children and parents will be involved in written these Learning Plans 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

**Quality first teaching (QFT)** delivered by the class teacher is the first step in responding to pupils who have been identified as having special educational needs and/ or disabilities. These **adaptations** are well planned and resourced. There are regular staff meetings and training on offer to support class teachers in the provision of SEND to our children.

We seek regular advice from Lighthouse, Blue Kite Inclusion Team as well as referring to reports and advice from external agencies.

Alongside **QFT**, SEN Support in our school may also look like,

- Adaptations in teaching to meet all the needs within the class,
- scaffolded support in class within the lesson word banks, maths apparatus, visual prompts, personalised visual timetables,
- targeted intervention groups, teacher planned and delivered or delivered by teaching assistant,
- 1:1 support in or outside the classroom on a focused part of the learning objective,
- tailored provision with tasks and movement breaks,
- specialised support outside of class with our Inclusion Officer such as ELSA or an SEMH intervention

Learning plans may also include behavioural plans and approaches recommended by our Inclusion worker and/or Lighthouse team. Visual signs on lanyards may be used to encourage emotional regulation as part of a planned approach to support children.

If a child also has Early Help and review meetings are being held the SEN Support Learning plan will run alongside the EHR targets and the class/school-based target will be recorded on the EHR but the planned provision will be on the Learning plan where the class teacher can access it and work on the targets.

## 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 Learning Plan. 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 it is successful and also investigate what is not working and why. Targets will be set and amended during regular meetings three times a year.

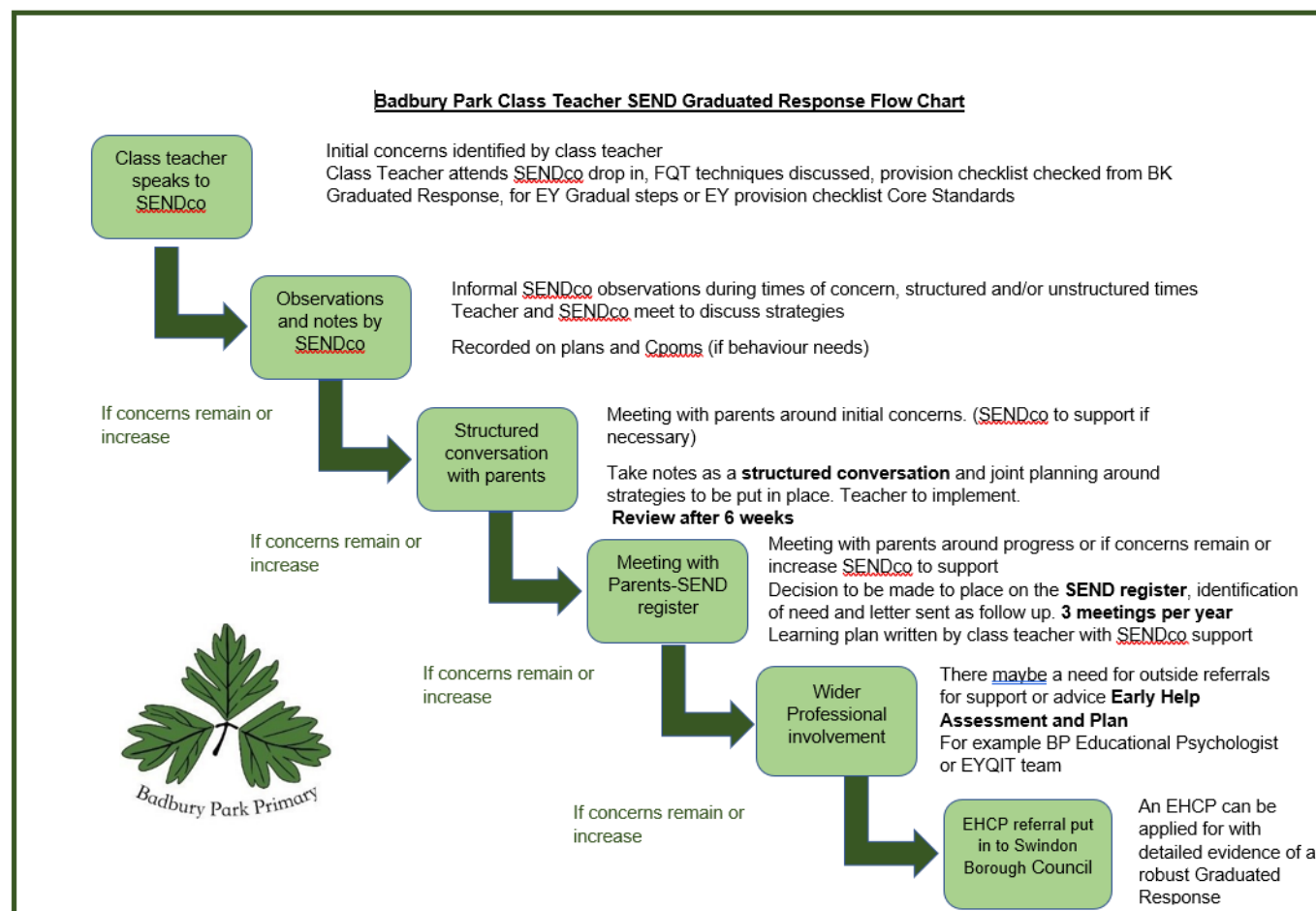
Sometimes a pupil may need support from an outside agency. If this is needed, this will be discussed with the parent and parents informed. In most cases then an **Early Help Assessment Plan** will be opened in order to access outside agencies support. Once a child is at Early Help then a Team Around the Family meetings will take place every 6 weeks. These will have targets set in addition to the Learning Plan 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)  
This is also known as BeU
- Speech and Language Therapy
- Occupational Therapy
- Outreach/Inreach from specialist provisions.
- Early Help Hub

This flowchart shows how we respond to a concern expressed in school.



### Educational Health and Care Plans EHCP

If after several reviews of a child's Learning Plan and additional concerns from adults involved with a child, it maybe decided that a child's needs further support and they require an Education Health Care plan. More information can be found on [EHCP plans Swindon Local Offer](#) and in Badbury Park Primary SEND policy.

An Educational Health Care Plan is awarded by Swindon Borough Council once a very detailed referral has been put in with accompanying reports of what provision has already been put in place and impact reviewed. The referral requires **detailed evidence of this Graduated Response** and what provision has already been put in place. An EHCP requires the involvement of all professionals that are involved with the child. Input from both child and parents are central to an EHCP.

School works alongside the SEND service team to assure that the needs of the child can be meet within our mainstream 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.

### Specialist School Provision

If a child with an EHCP needs a more specialist curriculum to meet their needs, parents and carers have a right to apply for a place in a special school, where a more specialist curriculum can be delivered. This is done through the Annual Review process and with the support of the EHCP coordinator. The Amended EHCP will go to Panel to agree if a child's needs must be now meet at Specialist provision. This will then involve a consultation process with specialist provision.

More information is available on Swindon Borough Local Offer within the Continuum of Provision document

[Continuum of Provision](#)

### SEND Provision within a Mainstream Offer

We work alongside all of the Blue Kite Trust schools to ensure that our SEND provision is equitable and we are regularly monitored by The Trust using the SEND Toolkit. We also regularly review our provision to ensure that we are able to meet all the needs of the children within our school.

### 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 Learning Plan teachers are able to support and scaffold tasks in the classroom to ensure the best learning outcomes. This is part of our **Quality First Teaching** response.

Adaptations will be planned by the teacher with support from the Phase Leaders and SENDco.

These planned adjustments across the curriculum are also part of our **Teaching and Learning policy with Support and Scaffolding**.

Example of adaptations are

- working alongside an adult to provide additional class-based support in breaking down the task into more accessible parts
- working with a scaffolded task 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
- A child may have a more individualised visual timetable with movement breaks and social stories to support transition.
- Additional resources are also available for children with SEND and can be accessed from the SENDco such as 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. We work alongside the Disability Team to ensure we are fully accessible and the correct support is in place across the school for children with Physical needs.



### What interventions are planned to meet the child's need?

At Badbury Park in addition to adjustments within the class room to support children on the SEND register, they may also have interventions to address an identified need.

These interventions are planned by the class teacher with support of the SENDCo and Phase Leaders and can be delivered by class teacher and support staff. The effectiveness of these interventions is monitored by the class teacher, Phase Leaders and the SENDCo.

<b>Communication and Interaction</b> Including Speech and Language support <b>SALT</b> and Autism Spectrum Disorder <b>ASD</b>	<b>Cognition and Learning</b>	<b>Social Emotional and Mental Health</b>	<b>Sensory and Physical needs</b>
Support and advise from SALT  Colourful Semantics  Intensive Interactions  Access to a safe and quiet space  <b>Planned sensory activities</b> such as Autism Bucket Tuff tray activities for focused group Sensory Circuits Push and Pull club  Soft start to school via the Immersive Room	Heavily scaffolded and support work in class (see adaptations) Preteach groups and TA focussed groups.  Daily reader with flashcards and additional phonics group  Precision Teach for reading and spelling support KS2  Additional maths support in maths met time	De-escalation plan and Risk Assessments to plan for success Access to a safe and quiet space ELSA run by our Inclusion team  Referral to The Lighthouse Team for Drawing and Talking Time to Talk  Individualised visual timetable with planned movement breaks with transitions supported.	Regular support, reports and communication from services supporting children with Sensory and/or Physical need Visits from Hearing Support Disability Team Occupational Therapy Team Physiotherapy Team  Daily planned activities for physical needs.
Referrals may include Early Years Quality and Inclusion Team (EYQIT) Swindon Autism Support Service (SASS)	Referrals may include to Educational Psychologist CLASS Cognition and Learning Support service	Referrals may include Inclusion Team within Lighthouse BeU/ CaHMS referral	Referrals to Medical professionals and to the School Nurse services

### 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**.

### Working with Parents and Carers

Throughout our SEND provision we work in partnership with our families.

As part of our work with Lighthouse Blue Kite Inclusion Team we have a Parent Support Advisor who is available for a drop-in service every last Tuesday of each month, bookable through the office. This will be advertised in the school newsletter.

We also can refer to The Lighthouse Team for Parent Support Advisor to work with our families in their home and offer a range of parenting advice such as sleep, eating, positive behavioural strategies and screen time. Lighthouse also run Parenting courses which are advertised in the school newsletter.

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 as part of their SEND provision. Mr Hanks our Inclusion Worker is also a trained ELSA.

Mrs Christmas SENDco is also trained be a Senior Mental Health Lead and our Mental Health Strategy can be found on our SEND/ Inclusion part of the website

<https://www.badburyparkprimary.co.uk/mental-health-support>

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

As a growing school we have many children joining us at the beginning of the year but also mid-year. We have developed 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.

We are committed to ensure that all information is transferred in a timely manner and we will phone other SENDco from previous setting to get the full picture of a child if they are transferring with SEN 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.

**If a child wishes to attend our school and they have an EHCP this transfer will be led by the EHCP coordinator from the SEND service team at Swindon Borough Council.**

### 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 and safe as possible. This may involve additional planning before the activity and trip goes ahead and additional adult support. The SENDCo will go through a **detailed check list** with the lead teacher on the trip to ensure the SEND provision is planned for and all risk assessments are in place.

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.

### 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 has regular training from both Blue Kite and SEND and Inclusion Team.

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.

Training in the previous academic year 2023-2024

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.

All staff trained on Trauma-Informed Schools for positive behavioural strategy

4 members of staff on TEAM teach- de-escalation strategy

SALT training for TAs on Colourful Semantics

2 TAs training on MELSA and Precision Teach

SENDCo attended SEND conference on Raising Aspirations and seminars on EAL learners and working in Partnership with parents and supporting outcomes.

Manual Handling training for Early Years team, SENDco and 3 KS1 TAs

### **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?**

The school website has a section dedicated to SEND/ Inclusion and all additional documents including the schools Graduated Response can be found on here.

<https://www.badburyparkprimary.co.uk/send-inclusion>

Our local authority Swindon, the 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

- Equality Diversity and Inclusion

- Supporting pupils with medical conditions
- SEND policy which has been updated by the SENCO in line with the **SEND Code of Practice (0-25 years) 2015**, regarding the **Equality Act 2010** and the **Children and Family Act of 2014**. This is in line with **Badbury Park Safeguarding Policy** and **Accessibility Plan**, and in liaison with the Senior Leadership Team.

## Appendix 1 Graduated Response

### Universal Provision **Teacher lead** with SENDco support

#### **First Quality Teaching** in line with Teaching and Learning Policy

Adaptations planned within the curriculum to meet child's needs within the classroom setting.

Scaffolded learning and tasks.

Ensure accessibility.

Regular use of school Behavioural policy

Planned use of school environment to support learning inside and outside the classroom

#### **Identification**

Concerns raised by parents/teachers/TAs

Lack of progress began to be identified as a barrier(s) to learning- **class teacher**

Discussions at Pupil Progress meetings- **class teacher**

Use of BK Graduated Response- **class teacher**

#### **Class teacher attends SEND drop in**

Discussion with SENDco/ Head/ Inclusion Worker

Monitored and notes taken on weekly plans, or observations in structured and unstructured times-; **class teacher and SENDco**

Discussion with child and parents/carers and Identification and Summary sheet signed: **class teacher**

#### **Placed on SEND register by SENDco and Learning Plan started by class teacher using Provision Map**

#### **Assess**

**Class Teacher** in discussion with **SENDco** use Needs Checker Summary Sheet and Provision Map provisions

Refer back to Universal Offer and FQT found in BK Graduated Response

SEN Support **class teacher** to assess primary and secondary SEND need; Cognition and Learning, Communication and Interaction, Social and Emotional Mental Health, Sensory, Physical and Medical needs.

Evidence from class work and teacher observations

Reports on Cpomms

#### **Plan and Do**

Learning Plan written by **class teacher** with input from child/ parent

Targets set and provision planned: **class teacher**

Set up interventions: **class teacher**

FQT alongside individualised plans for **SEN Support**

Refer to any external reports and recommendations for Learning Plan

Resources can be obtained from [Menu of Provision Swindon Core Standards](#)

Specialist reports

Resources from school plans and schemes, planned with SENDco and Phase leaders

### **Review**

Review Learning plans three times a year by **class teacher**

Review child's progress termly with the planned interventions every 6 weeks

Make notes on Learning plans, weekly plans and CPomms for positive and negative developments towards targets- **class teacher**

**Class Teacher** re-write Learning Plan after first review adjusting met targets or identifying ongoing targets. What's working what's not working?

Continue with Graduated Response cycle

### **Graduated Response to SEN support Early Help SENDco led**

Limited progress being made or additional resources sought.

Early Help Assessment and Plan opened with TAF meetings held ideally every 6 weeks: SENDco as Lead Professional

Outside agencies contribute to targets on Early Help Review EHR. School based targets to be reflected on EHR but target, details and progress recorded in SEND Learning Plans and reports submitted by **class teacher** to be used as evidence in TAF meetings

### **Graduated Response from SEN Support Early Help to EHCP SENDco Lead**

After a series of Assess Plan Do Review cycles and needs of a child are not being met from the school's SEN Support and SEN EHR support then an EHC Assessment can be requested **with evidence of the graduated approach found in Learning Plans and EHRs**

Appendix

Graduated Approach Flow Chart from Core Standards

BK Graduated Response July 2024

## Section 2: The Graduated Approach

