

The Batt CE Primary School

SEN Information Report

Love the Adventure of Learning

July 2022

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SEN Governor: Alison Spicer

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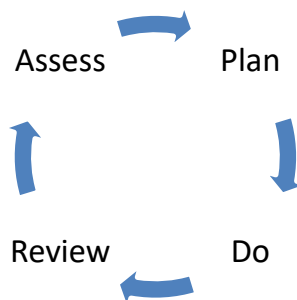
Dedicated SEN time: 3 days per week

Local Offer Contribution: <https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer>

Whole School Approach:

High quality first teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child/young person in our care and what we offer additionally. These discussions also serve to embed our high expectations amongst staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care; including those with special educational needs. (**Reference:** Teaching & Learning Policy - May 2019)

Assess: Data on the pupil held by the school will be collated by the class teacher/SENCo in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.

Plan: If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCo.

Do: SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.

Review: : Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

If progress rates are judged to be inadequate despite the delivery of high-quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

- Local Authority Support Services
- Specialists in other schools e.g. teaching schools, special schools.
- Social Services
- Health partners such as School Nurse and Child & Adolescent Mental Health Service

For a very small percentage of pupils, whose needs are significant and complex, and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

Having consulted with children and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

SEN Needs:

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

1. Communication and interaction

Provision may include:

- Visual timetable
- Now/next board
- Speech & Language therapy
- Task board/Information given in 'chunks'
- Choices board
- Seating plans
- Small group communication interventions
- Bespoke timetables
- Alternative ways to record
- Social interventions (Socially Speaking, Friendship Formula, Talk Time)
- Speech & Communication interventions (Spirals)

2. Cognition and learning

Provision may include:

- Fresh Start (English)
- Plus 1/Power of 2 (Maths)
- Toe By Toe (Decoding)
- Stride Ahead (Reading)
- Precision Teaching
- 1:1 and small group work
- Coloured overlays
- Bespoke timetables
- Pre-teaching
- Alternative ways to record
- Information given in 'chunks'
- Resources to support learning

3. Social, emotional and mental health

Provision may include:

- Nurture
- Play therapy with a psychotherapist
- Movement and brain breaks
- Seating plan
- Pre-teaching
- Fiddle toys
- Task board/ Information given in 'chunks'
- Alternative ways to record
- Social interventions (Socially Speaking, Friendship Formula, Talk Time)

4. Sensory and/or physical needs

Provision may include:

- Sensory diet activities
- Movement and brain breaks
- Reasonable adjustments to the environment
- Weighted shoulder wrap
- Ear defenders
- Chair bands
- Sensory cushions
- Fiddle toys

As at 17/7/22, we have 47 children receiving some form of SEN Support. 9 of these children are in receipt of an Education, Health & Care Plan.

We have internal processes for monitoring quality of provision and assessment of need.

Needs are carefully considered using a range of methods including teacher comments, assessments, information from outside agencies, parents and the children themselves. Staff will complete a referral form detailing the provisions already put in place for the pupil and the

effectiveness of these and will also mark Oxfordshire County Council criteria descriptors, showing the areas in which the pupil has the most needs. The Identification of SEND pathway can be found on the school website.

Teachers input details of provisions into the Provision Mapping software that is used throughout the school. They review the provision at the end of each term, detailing the progress that children have made. The SENCo analyses each provision by referring to the teachers' comments, through comparison of start and end data and through comparison of the child's attainment compared to both their school peers and nationally. This is shared with the Headteacher and Governors. If a provision is not delivering appropriate results, the SENCo and class teacher will liaise to discuss next steps.

Consulting with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Pupil discussions re targets	Class Teacher & Pupil	3x per year
Pupil Profile Meetings	Class Teacher & Parents	3x per year
Parent evenings	Class Teacher & Parents	2x per year
End of Year Reports	Class Teacher	1x per year

It is at the parents' discretion whether their child is present at the Pupil Profile Meetings and Parent Evenings.

The Pupil Profile Meetings may happen in conjunction with Parents Evenings, depending on the time of year they each take place.

Staff development

We are committed to developing the on-going expertise of our staff. We have current expertise in our school:

Initial of person	Area of expertise	Level (as per p68-9 of SEND Code of Practice 2015)
TH	Autism	Enhanced
TH	Spirals	Enhanced
ED	Mental Health	Specialist
TH	Dysgraphia	Enhanced
TH	ADHD	Enhanced
TH	SWiFT	Enhanced
KW	Language Steps	Enhanced
KW, RA, TH	Makaton	Awareness
DF	Makaton	Enhanced
TH	Inclusive Classrooms	Enhanced
KW	Down Syndrome	Enhanced
TH	Down Syndrome	Awareness
Various staff	Mental Health	Enhanced
TH, HN	Zones of Regulation	Enhanced
All teachers	Zones of Regulation	Enhanced

All staff	Colourful Semantics	Enhanced
All staff	Lego Nurture	Enhanced
TH	PACE	Awareness
TH	Attachment	Awareness
TH	Dyscalculia	Enhanced
TH	DCD	Enhanced
TH	SEMH	Enhanced
TH	Effective TAs	Enhanced
TH	MLD	Enhanced
Various Staff	Team Teach	Enhanced

This year, members of staff have undertaken additional training in:

- Team Teach
- AET level 1
- Dysgraphia
- Dyscalculia
- Developmental Co-ordination Disorder
- SEMH
- MLD
- PACE
- Colourful Semantics
- Effective Tas
- Moving from Behaviour Management to Behaviour Support
- Working Memory
- Good Autism Practise Level 2
- SWiFT course delivery
- Speech & Language
- Descriptive Commentary
- Information Carrying Words
- SCERTs
- Understanding of the Early Years Curriculum

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

When determining suitable staffing levels in each class, the number of children with Special Educational Needs is the first criteria that is taken into consideration. Some staff work with the class teacher to support a particular child, others work with the teacher to support groups of children.

School Partnerships and Transitions

Our academic assessment for children with special educational needs is moderated through our cluster of schools/neighbouring partners.

This year, we worked with our feeder partners to welcome 3 children with special educational needs/disability and we supported 10 children transition to the next phase in education.

Liaison with Nurseries

During the summer term before children transfer to The Batt School, teachers from the Reception class will visit each nursery school to meet all of the children and discuss any needs with the staff. The school's SENCo will meet with the SENCo from the setting to discuss any special educational needs that the children may have.

Liaison with St Mary's Infant School

The majority of Year 2 children attend The Batt School on leaving St Mary's. Both schools share a SENCo, so the needs of the children are well known before they arrive at The Batt. There is a robust transition program between the two schools and children with additional needs are given an extra opportunity to be shown around The Batt by the SENCo.

Liaison with nursery schools and St Mary's is important as it allows us to find out the various strategies that staff and pupils have already used and to continue the development of these to best support the children as they start at The Batt.

Liaison with Secondary schools

During the summer term before children transfer to secondary school, the SENCo will meet with the secondary SENCos to discuss pupils' needs and to pass on strategies that have been found to be effective.

We closely monitor children and young people's destination data.

Complaints

Our complaints procedure is:

If parents, pupils or members of the public have concerns they should:

- a. discuss their concerns with the member of staff most directly involved and, if not satisfied;
- b. discuss their concerns with a senior member of staff and, if not satisfied; (this stage will not apply in small schools);
- c. discuss their concerns with the Headteacher.

At each stage in the procedure, the school will keep in mind ways in which a concern or complaint can be resolved. It might be sufficient to acknowledge that the concern or complaint is valid in whole or in part. In addition, it may be appropriate to offer one or more of the following:

- an apology;
- an explanation;
- an admission that the situation could have been handled differently or better;
- an assurance that the event complained of will not recur;
- an explanation of the steps that have been taken to ensure that it will not happen again;
- an undertaking to review school policies in light of the complaint

This year we have no complaints that were dealt with by the Headteacher

Challenges this year

Challenges for our school have included:

1. Children with a high level of needs due to the increase in numbers
2. Ensuring appropriate bespoke curricula are put in place and staffed effectively

We intend to address this through:

1. Bespoke curricula, high levels of staffing to support children
2. Assessing need and ensuring staff are appropriately trained

Further development

Our strategic plans for developing and enhancing SEN provision in our school next year include

- Continuing to introduce Makaton throughout the school
- Continuing to embed the Zones of Regulation throughout the school
- Creating activity folders for children with EHCPs, linked to outcomes
- Delivering bitesize training to staff around areas of SEND
- Creating a shared resource for staff around Autism and Speech & Language
- Creating a catalogue of SEN library resources

In preparing this report we have included staff, parents and children/young people through surveys.

Relevant school policies underpinning this SEN Information Report include:

- SEND Policy
- Teaching & Learning Policy
- Accessibility Policy
- Equality Policy

Nb. Following significant change within the SLT over the past 18 months these policies are currently undergoing review

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

Date presented to/approved by Governing Body: