

South Baddesley Primary School

SEND Information Report

South Baddesley Primary School is a maintained school in which we aim to provide all children individual support to enable them to reach their full potential in all areas of learning.

How does the school know if children need extra help?

We know when pupils need help if:

- ✓ Concerns are raised by parents/carers, health professionals, teachers or the child
- ✓ Limited progress is being made generally, or in certain areas
- ✓ There is a change in the pupil's behaviour or progress

What should I do if I think my child has special educational needs?

- ✓ Talk to us – your child's teacher is the first point of contact
- ✓ Contact Mrs Moir who is our SENCo (Special Educational Needs Co-ordinator) or Mrs Emma McGuckian or Mrs Madeline Toomer who are part of the SBS Inclusions Team.

How is the decision made about what type of and how much support my child will receive?

- ✓ Your child's class teacher alongside the SENCo will discuss your child's needs and which type of support will be appropriate.
- ✓ Different children will require different levels and types of support in order to bridge the gap in their learning and for them to continue to make progress in their learning.

How will South Baddesley Primary School support my child?

- ✓ Who will oversee, plan, work with my child and how often?
- ✓ Our SENCo oversees all support and progress of any child requiring additional support across the school. Each class teacher is responsible for the day to day support.
- ✓ Your child's class teacher will plan an individual education plan (IEP) for your child. It will be personal to your child to suit his or her needs. This may include additional general support by the class teacher or teaching assistant in class.
- ✓ If your child's needs are related to a more specific area of his or her learning, then he or she will receive small group work or one-to-one time with a teacher or teaching assistant

- ✓ The length of time of this intervention will vary according to your child's need and the effectiveness of the intervention.

Who will explain this to me?

- ✓ Your child's class teacher will meet with you termly to discuss your child's needs, support and progress. This will be at parents' evenings and other mutually agreed times.
- ✓ Appointments can be made to speak in more detail to your child's class teacher or the SENCo by contacting the school office.

How are the Governors involved and what are their responsibilities?

- ✓ Mrs.Moir, our head teacher reports to the Governors termly about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.
- ✓ One of the Governors is responsible for SEND and meets regularly with the SENCO and she reports to the governors to keep them informed.
- ✓ The Governors agree priorities for spending within the SEND budget with our head teacher, with the overall aim that all children receive the support they need in order to make progress.

How will the curriculum be matched to my child's needs?

- ✓ When a child has been identified with special educational needs their work will be adjusted by the class teacher to enable them to access the curriculum more easily.
- ✓ Staff members may be allocated to work with your child in a small focus group or one-to-one.
- ✓ As part of an IEP, targets will be set according to their area of need. They will be monitored by the class teacher and teaching assistant regularly and termly by the SENCo. IEPs will be discussed termly with parents and a copy given to them.
- ✓ If appropriate, specialist equipment may be given to your child eg. writing slopes, concentration cushions, pen/pencil grips or easy to use scissors.

How will I know how my child is doing?

- ✓ You will be able to discuss your child's progress at parents' evenings.
- ✓ We will review your child's IEP (individual education plan) with you.
- ✓ You are very welcome to make an appointment to speak in more detail with your child's class teacher, the SENCo or a member of the Inclusions team.

How will you help me to support my child's learning?

- ✓ Your child's IEP will suggest ways of how you can support your child and the class teacher will talk to you about this.
- ✓ Mrs.Moir, our SENCo or Mrs Emma McGuckian or Mrs Madeline Toomer, the SBS Inclusions Team, can meet with you to discuss how to support your child with strategies to use if there are difficulties with emotional/behaviour needs.
- ✓ If outside agencies have been involved, suggestions and programmes of study are normally provided that can be used at home.

How will we know if the support for my child has had an impact?

- ✓ The class teacher, the teaching assistant and your child will discuss his or her targets and how they are being met. The targets will be reviewed together and new ones set.
- ✓ We will talk to you about the impact of the SEND support your child is receiving and ask for your feedback.
- ✓ We will plan the next steps for your child's learning development and share this with you.

How will my child be able to contribute his or her views?

- ✓ Your child will talk regularly with the class teacher and teaching assistant about how he or she feels about their learning, particularly celebrating his or her successes. We will listen to your child and take his or her ideas and feelings into account when planning next steps together.
- ✓ If your child has a statement of SEND or an Education, Health and Care plan, he or she will be asked his or her views before review meetings.
- ✓ Each class regularly has 'Circle Time' as part of our PSHE curriculum. The children are encouraged to express their opinions about specific issues.
- ✓ Every child is able to contribute their thoughts and feelings through their class representative on the South Baddesley School Council.

What support is there for my child's overall well being?

- ✓ We are an inclusive school and we welcome and celebrate diversity. At South Baddesley Primary School we believe that children having high self-esteem is crucial to their wellbeing.
- ✓ Our school ethos is firmly rooted in our Christian values: respect and trust, courage and perseverance, thankfulness and peace.
- ✓ We are a caring and understanding team who believe in looking after the 'whole child' and their family.
- ✓ Please talk to your child's class teacher first if you have any concerns about your child's wellbeing.
- ✓ You are welcome to make an appointment to talk to our SENCo or Head teacher for further advice and support. If necessary, they will be able to suggest working alongside other agencies such as Health and Social services, and/or the Behaviour Support Team.

- ✓ We have two teaching assistants who are trained as ELSA's (Emotional Literacy Support Assistant). Any child, whether identified as SEND or not, may spend time with the ELSA on a one-to-one or group basis according to need. This can be requested by the child, a parent or a member of staff (with parental knowledge).

- ✓ We also have a trained FEIPS teaching assistant; this provide more on-going emotional support for children.
- ✓ We offer nurture support through the use of our school garden.

- ✓ We have a teaching assistant with designated time to support families.

- ✓ We work closely with the PSA (parent support advisor) from Priestlands School, our secondary school, to support families.

How will my child be included in activities outside the classroom including school trips?

- ✓ We plan a variety of enrichment activities for all children.

- ✓ We aim for all our children to be included in school trips throughout their time with us.

- ✓ A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. However, if it is deemed that an intensive level of one- to-one support is required a parent or carer may be asked to accompany their child during the activity.

- ✓ Some pupils will have individual health care plans and these will cover arrangements for extra-curricular activities.

How accessible is the school environment?

- ✓ Most parts of our school site are wheelchair accessible with two disabled toilets. Other than the staffroom and music room, our school is all on one level.
- ✓ Following advice from our specialist teacher advisor for visual impairment, our school site has been adapted to meet the needs of a specific visual impairment.
- ✓ Our school car park has one disabled parking bay.

How does the school manage the administration of medicines?

- ✓ If necessary and in agreement with parents/carers, medicines are administered in school but only where a signed medicine consent form is in place to ensure the safety of both child and staff member.
- ✓ If children have on-going medical needs, they will be given a health care plan. This is a plan written with parents and children. At SBS Mrs Emma McGuckian manages the care of pupils with medical needs.
- ✓ We have members of staff who are named trained first aiders.

What support is there for behaviour, avoiding exclusion and increasing attendance?

- ✓ At South Baddesley Primary School we have a highly positive approach to pupil wellbeing and find different strategies for children to engage with learning. We see behaviour difficulties as a way of a child communicating a need. We work hard to support the child to tackle that need.
- ✓ Sometimes an Individual Behaviour Management Plan (IBMP) is written alongside the child and his or her parents, to identify the specific needs, put relevant support in place and set targets. We call these plans 'SBS Plans.'

- ✓ Attendance of every child is monitored on a daily basis by the office staff. Lateness and absence are recorded and reported to the Head teacher.

What specialist services and expertise are available at or accessed by the school?

- ✓ As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school, including:
 - Educational Psychologist
 - CAMHS (Child & Adolescent Mental Health Service)
 - Behaviour Support at the Clifford Centre
 - The Early Support Hub
 - Specialist Teacher Advisory Service; visual/hearing impairment
 - Speech and Language Therapists
 - Occupational Therapists
 - School Nurse
 - Outreach Teams from specialist schools such as Forest Park
 - Paediatricians
- ✓ All staff regularly attend SEN training, both within school and training provided by external providers.

What training have the staff supporting children with SEND had or are currently having?

Different members of staff have received training related to SEND.

- ✓ Two teaching assistants are trained as ELSAs who receive regular support from the Educational Psychologist
- ✓ One teaching assistant has completed FEIPS training and receives regular supervision from the Educational Psychologist.
- ✓ One teaching assistant has had training in delivering Speech and Language programmes from Speech and Language therapists.
- ✓ One teaching assistant has received training for supporting children with visual impairments.
- ✓ Several teaching assistants have received additional Autism training.
- ✓ One member of staff is currently Team Teach trained.
- ✓ All of our teaching assistants and our SENCo have received training from our Educational Psychologist regarding Precision Teaching and Attachment Needs.

How will the school prepare and support my child when joining the school and transferring to a new school?

- ✓ We encourage all new children and their families to visit South Baddesley Primary School prior to starting with us. For children with SEND, we encourage further visits to assist with the acclimatisation of the new surroundings. On some occasions we will write an Individual Partnership Agreement (IPA)
- ✓ Children new to Year R are visited in their pre-school setting by our Year R team. They are also invited to attend a range of storytelling sessions at school with their parents/carers. At the beginning of the Autumn term, our Year R team also visit them at home. Our Year R children also have a Year 6 buddy to help them settle into school life.
- ✓ All new children to South Baddesley Primary School are invited to our 'Move Up' mornings in July before their September entry.
- ✓ Our Year 6 leavers attend our 'feeder' secondary school, Priestlands. We have a good working relationship with our feeder school, Priestlands and plan for careful transition.
- ✓ We liaise closely with staff when receiving and transferring children to and from different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

How are the school's resources allocated and matched to children's SEND needs?

- ✓ The SEND budget is spent in full and is targeted towards the pupils on the school's SEND register to provide resources in the form of time, staff and materials.
- ✓ Children are supported by having differentiated work whenever appropriate, access to additional resources when necessary, as well as individual help or small group work, in or out of the classroom.

Who can I contact for further information?

- ✓ Your first point of contact is your child's class teacher to share any concerns you may have.
- ✓ You are also welcome to arrange to meet Mrs.Moir (SENCo), Mrs Emma McGuckian or Mrs Madeline Toomer (inclusions Team).
- ✓ Look at our SEND policy on our website – www.southbaddesley.hants.sch.uk/
- ✓ Consult Hampshire's Local offer – www.hantslocaloffer.info
- ✓ Contact Parent Partnership – www3.hants.gov.uk/parentpartnership
- ✓ Contact IPSEA (Independent Parental Special Education Advice) – www.ipsea.org.uk

What steps should I take if I have a concern about the school's SEND provision?

- ✓ If you wish to discuss your child's SEND needs please contact the school office to arrange a meeting with Mrs Moir, our SENCo.

Who should I contact if I am considering whether my child should join the school?

- ✓ Please contact our school Admin office to arrange to meet our Head Teacher, Mrs. Moir and to view our school.