



## Balladen Community Primary School

### SEND Information Report

Reviewed January, 2016

Children and Families Act 2014

Please find below information that may help you as a parent when considering appropriate SEND provision for your child.

Balladen School admits children from age 4 to 11. We are a nurturing school and have an open door policy to enable us to work in partnership with our families to build a bright future for our children. Balladen is a very busy, exciting place to be. We endeavour to include everyone in our activities and strive to do our best for all. Everyone is seen as special and everyone is included.

#### What kinds of special educational needs do we provide for?

We welcome and provide for all children, including those with Special Educational Needs or Disabilities (SEND). A child or young person has special educational needs (SEN) if he or she has learning difficulties or disabilities that make it harder for him or her to learn than most other children and young people of about the same age.

Having special educational needs could mean that a child has:

- **Learning Difficulties** - in acquiring basic skills in school
- **Social, Emotional or Mental Health Difficulties** - making friends or relating to adults or behaving properly in school
- **Specific Learning Difficulty** - with reading, writing, number work or understanding information
- **Sensory or Physical Needs** - such as hearing impairment, visual impairment or physical difficulties which might affect them in an early years setting, school
- **Communication Problems** - in expressing themselves or understanding what others are saying
- **Medical or Health Conditions** - which may slow down a child's progress and/or involves treatment that affects his or her education.

The broad areas of need outlined above are very wide and varied. They include conditions such as Moderate Learning Difficulties; Severe Learning Difficulties; Down Syndrome; Autism; Mutism; Dyslexia; Dyspraxia etc. It is important to remember that children are individuals and do not always fit into any one category. Some children may have more than one area of need. If you have any concerns at all about your child's development and progress, then please share them with us. Together we can support your child to enable them to reach their full potential.

For further details of the arrangements for admissions of SEN Children at Balladen School, please refer to the school Admissions Policy, which is published on the school website [www.balladen.org.uk](http://www.balladen.org.uk)

### **How do we identify a child with SEND and how do we assess their needs?**

Children are identified as having special educational needs through a variety of ways:

- Child performing below age expected levels.
- Concerns raised by parents and carers.
- Concerns raised by teachers, for example if behaviour or self-esteem is affecting their progress.
- Consultations between class teachers and the SENCO (Special Educational Needs Co-ordinator) where progress data is discussed.
- Liaison with external agencies and/ or health professionals eg. Specialist Teachers (Tor View), Hendon Brook (Behaviour), Educational Psychologist, School Nurse, Speech Therapy, Occupational Therapy, East Lancashire Child and Adolescent Services (ELCAS).

### **How can I let school know if I have a concern about my child's progress or development?**

Talk to us:

- In the first instance contact your child's class teacher;
- If you still have concerns you can contact the SENCO (Judith Winstanley), or the Head teacher.

We pride ourselves in having an open, honest and positive relationship with our parents and carers and value your support. You may call into school at any time to make an appointment to speak to any member of staff. Alternatively, ring school on 01706 215233 or email the Head teacher ([neirin@balladen.org.uk](mailto:neirin@balladen.org.uk)) or SENCO ([judwin@balladen.org.uk](mailto:judwin@balladen.org.uk)). We will be happy to talk with you as soon as possible.

### **How do we involve parents and consult with them about their child's education?**

- We believe that your child's education should be a partnership between parents and teachers and therefore communicate with you regularly.
- During the school year, there are two formal Parents' Afternoons/ Evenings where parents can make appointments, convenient to you to discuss your child's progress.
- A formal written report is sent home towards the end of the academic year. You are invited to discuss this with your child's class teacher.
- Individual targets are shared with children and their parents once per term.
- Children with special educational needs have an Individual Pupil Plan which is reviewed and updated at least once per term. Staff, pupils and parents all share in this process to ensure continuity and progression.
- You are also welcome to make an appointment at any time to meet with the class teacher, head teacher or SENCO to discuss how your child is getting on.
- Parents are invited to attend our assembly each Friday to celebrate their children's successes and achievements.

### **How do we help parents to support their child's learning?**

- The class teacher or SENCO can offer advice and practical ways that you can help your child at home.
- The class teacher can provide a home/ school communication book which your child will bring home daily so that comments from parents and teachers can be shared.
- If your child is on the special needs record they will have an Individual Pupil Plan (IPP) which will have individual/ group targets. This will be shared with you and discussed on a termly basis and you will be given a copy of it for you to keep and use at home.
- If your child has complex special educational needs or a disability they may have an Education, Health and Care Plan (EHCP), which means that a formal meeting will take place at least annually to review your child's progress.
- Recommendations from external agencies eg Speech Therapy, Occupational therapy, will be shared with you so that strategies can be implemented both at home and school.
- The Nurture Group TA, Carole Schofield, runs a parents' coffee morning each Friday. This is an informal time to seek advice and support

about home learning or any aspect of parenting. These sessions also provide parents with the opportunity to support each other.

- The Nurture Group TA, Carole Schofield runs 'Family Links' parenting courses. Please ask in school for more details.
- If a class teacher or the SENCO needs to discuss an issue with you, it will be done privately and strategies to support your child will be offered.

### **How do we involve and consult the children about their education?**

We value and celebrate each child's views on all aspects of school life. This is usually carried out through:

- The School Council - Mrs Hopkins co-ordinates and leads this group of children.
- Pupil Voice – pupils are often asked to comment and reflect on their learning environment. This enables them to choose some of what is taught and how it is delivered, thus children take some responsibility for their own learning.
- Children who have Individual Pupil Plans discuss their targets with their teacher.
- If your child has an Education, Health and Care Plan their views will be sought at the review stage, if appropriate.

### **What is our approach to teaching children with SEND?**

- The SENCO oversees all support and progress to any child requiring additional help across the school.
- The class teacher will oversee, plan and work with each child with special educational needs or disabilities in their class to ensure that progress in every area is made.
- The class teacher and SENCO will use a provision map to set out the support your child is receiving and evaluate the success of any interventions.
- Some children are given Individual Pupil Plans (IPP's) with specific targets so that it is easy to track progress and set goals.
- There may be a Teaching Assistant (TA) working with your child, either individually or as part of a group, if the class teacher sees it necessary.
- All children are assessed on entry and a rigorous tracking system ensures that every child, including those with SEN, reach their full

potential across the curriculum.

- Each class is supported by at least one Teaching Assistant
- Early identification of needs and subsequent intervention is seen as best practice by staff.

### **How do we adapt the curriculum and the learning environment for children with SEND?**

The learning environment is centred around offering a stimulating setting for all types of learners including visual, auditory and kinaesthetic. Pupils are able to access the outdoor classrooms; sensory room; conservatory; polytunnel; garden; open fields and small woodland. Outdoor activities are accessible to all.

Teaching and Learning is delivered in a variety of ways:

- Class teacher input, via excellent targeted classroom teaching (Quality First Teaching).

For your child this would mean that:

- the teacher has the highest possible expectations for your child and all pupils in their class;
  - all teaching builds on what your child already knows, can do and can understand.;
  - different styles of teaching are in place, so that your child can be fully involved in their learning and has full access to the curriculum;
  - specific strategies (which may be suggested by the SENCO) are in place to support your child;
  - assessments take place regularly and if a concern arises regarding your child's attainment, you are informed, and where necessary support and/or strategies are put in place to address these concerns.
- Additional support – children who require more help with their learning eg to help with concentration and attention; organisation and independence; specific learning difficulties; memory and processing information, receive additional support from a Teaching Assistant within a small group or on an individual basis, depending on their needs.
  - Adaptations to resources – some children are provided with alternative equipment to enable them to make progress and learn more effectively. Examples of these adaptations have included:
    - Visual aids such as cue cards, visual timetables and learning ladders
    - Access to technology eg ipads to help with communication difficulties, laptops to assist with fine motor problems etc
    - Individual work stations - are provided for specific children who have difficulties with attention and concentration to enable them to engage in their learning more effectively.

- Fox Denton chairs and wobble cushions to help with poor core stability and posture.

➤ Interventions.

- Your child may have a specific Intervention - additional teaching to boost your child's attainment in a particular subject, or additional support to help your child with other issues that impact on their learning or well-being.
- Interventions are often delivered by trained Teaching Assistants.
- A pupil identified by the SENCO/class teacher as needing some extra specialist support in school, may also receive support from a professional outside of school. The specialist professional will work with your child to understand their needs and make recommendations, write a report and/or provide advice. Any such referrals/requests for support are always completed in consultation with parents, and any subsequent reports or advice shared with you.
- Advice/support of this type will help the school and you to understand your child's particular needs better and hopefully enable all those concerned to support them more effectively.
- School can request support from the following agencies/services: I.D.S.S. (Inclusion & Disability Support Service), Educational Psychologist (E.P.), Speech and Language Therapy, Occupational Therapy, Child and Adolescent Mental Health Service (C.A.M.H.S.), Counselling, Hendon Brook (behaviour support), Paediatrician, School Nurse.
- Specified Individual support
- This type of support is usually necessary for children whose SEND needs are severe, complex and lifelong and who have an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.
- This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups; children with an EHCP often have profound and complex needs in a number of areas and require support to access the curriculum.
- For your child this would mean:
- The school (or you) can request that the Local Authority carries out a formal assessment of your child's needs. This is a legal process which sets out the amount of support/specialist input that needs to be provided for your child should the EHCP assessment be successful. An EHCP has taken the place of Statements of Special Educational Needs.

- The EHC Plan will outline recommendations as to the level and type of support your child needs, and what strategies should be put in place to address those needs. It will also have long- and short-term goals for your child.
- Specific support arrangements are made during formal tests such as SAT's for those children with additional needs to ensure equality of access. Individual children may have additional time, a TA to scribe or read for them, according to individual needs.

### **How do we support our pupils with SEND as they move on to high school or move to another school?**

- When children are preparing to leave us for secondary school, we arrange additional visits for them.
- The SENCO can arrange for supporting TA's to accompany parents and children on visits to look round possible secondary schools, to select the most suitable school for the child.
- We liaise closely with staff when transferring children to different schools, ensuring that all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has a statement or Education, Health Care Plan and is changing to a new school we will arrange a Transition Review meeting with relevant staff from the receiving school.
- The SENCO can contact selective schools where an entrance exam is required eg BRGS, to make appropriate access arrangements for children with additional needs.

### **How are the staff trained and kept up to date? If we need more expert help and advice, what do we do?**

One of the SENCO's duties is to support the class teacher should they have any concerns about SEN children in their class. The school provides training and support where required, to enable all staff to have an effective role in the teaching and learning of all children, including those with SEND. This includes whole school training on SEND issues, such as Autistic Spectrum Disorder and managing behaviour.

- The SENCO regularly attends 'SENCO Cluster Group' meetings to ensure that current policies and practices are up to date and in line with the SEN Code of Practice 2014.
- The SENCO regularly leads staff meetings and TA meetings, to ensure that all staff are following current practices.

- TA's who support children with Language and Communication Difficulties regularly attend Speech Therapy training in order to effectively deliver Speech Therapy programmes to individual children.
- Specialist Teachers from Tor View Special School regularly deliver training to all staff on topics such as ASD and ADHD.
- Specialist teachers are employed by the school to provide advice and strategies to best support individuals with a variety of special needs and disabilities including Autistic Spectrum Disorder/ Asperger's; Severe Learning Difficulties; Moderate Learning Difficulties; Dyslexia; Physical Disabilities; ADHD and Social, Emotional and Mental Health Difficulties etc.

#### **How do we measure your child's progress.**

- Your child's progress will be continually monitored by his/ her class teacher.
- Observations or feedback from the teacher, parent or pupil.
- Their progress will be reviewed formally, through termly tracking meetings with the class teacher, head teacher, Key Stage leader and SENCO.
- At the end of each Key Stage (i.e at the end of Y2 and Y6, all children are currently required to be formally assessed using Standard Assessment Tests (SATS). This is something the government requires all schools to do and the results are published nationally.
- Children in receipt of SEND support also have an Individual Pupil Plan (IPP). The targets set out in these are also assessed and reviewed termly and new targets set. If a child has not met a target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure that the child does make progress. The purpose of an IPP is to accelerate learning and close the attainment gap.
- The progress of children with an EHCP will be formally reviewed at an Annual Review, where all the adults involved in supporting them are invited to participate and comment on their progress.
- Book scrutinies and lesson observations take place in school to ensure that the needs of all children are met and that the quality of teaching and learning is high.
- Children are asked to comment on their own progress, and the learning and support that they receive. This is important to us as we want our children to be fully engaged in their learning, and to feel challenged, but comfortable with the targets that are set.



- The progress of all groups, including those with SEND provision is identified and evaluated using LSIP and Raise online. These tracking tools are used by the Senior Leadership Team to monitor and evaluate provision and its impact.

### **How effective is our provision for children with SEND?**

Our excellent provision for children with SEND is highlighted by the following results. During the last academic year (2014-2015) children with SEND at Balladen School made the following progress:

KS1 Attainment Average point scores for children with SEND: School - 14.8 compared to National Average - 12.5

KS2 Proportion of children with SEND achieving Level 4 or above in reading: School – 100% compared to National Average – 68%

KS2 Proportion of children with SEND achieving Level 4 or above in maths: School – 100% compared to National Average – 64%

KS2 Proportion of children with SEND achieving Level 5 or above in reading: School – 33% compared to National Average – 17%

KS2 Proportion of children with SEND achieving Level 5 or above in maths: School – 17% compared to National Average – 13%

KS1 to KS2 Performance:

Proportion of children with SEND who made expected progress in reading: School – 100% compared to National Average – 83%

Proportion of children with SEND who made expected progress in maths: School – 100% compared to National Average – 79%

### **How are children with SEND enabled to take part in all the activities available at school?**

- Balladen School has its own mini bus which enables all pupils to access activities off-site. During the last academic year children with SEND accessed a variety of these such as swimming, orienteering, sporting competitions and educational visits to the library, countryside and farm.
- Children with SEND have 1:1 support when taking part in off-site activities.
- Many extra – curricular activities are on offer at lunchtime and after school. Children with additional needs are encouraged to join in with these clubs, and can be supported by a TA at no extra cost to the family, to allow them to join in safely. Please ask at the school office for details.

## How do we support children with emotional and behavioural difficulties?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.

All classes follow a structured PSHE (Personal, Social, Health and Economic Education) curriculum to support this development. However, for those children who find aspects of this difficult, we offer:

- Nurture Group. This is a small withdrawal group available to those children who need additional support to improve their self – esteem, confidence, independence and social skills.
- Social Skills groups are delivered by trained teaching assistants.
- Support in class through structured Individual Behaviour Plans.
- Support at lunchtime through designated individuals of the Welfare Staff, where appropriate.
- The children know where they can find 'Help Sheets' in school. The help sheets are available for the children to write down their concerns, if they would rather not talk face to face with an adult. The sheets are treated confidentially and sensitively by staff and every effort is made to address the child's anxieties.
- Each child in school is able to select a designated adult, whom they would feel most comfortable with, should they need to tell an adult a problem or seek advice.
- Children's Counsellor – Judith Morrison is employed by school for one afternoon per week. She sees children who require support with their emotional health and wellbeing on an individual basis. Parents are always consulted prior to appointments being made. If you feel that your child may benefit from seeing Judith, please contact school via the SENCO or your child's class teacher.
- The SENCO is able to refer children to the Early Help and Prevention Team, to access Emotional Health and Wellbeing support, which is provided by Barnardo's. Parents may request this support and will always be consulted before a child is referred.
- If your child still needs extra support, with your permission, the SENCO can access further help from outside agencies, such as Hendon Brook Short Stay School, East Lancashire Child and Adolescent Services (ELCAS) and the Educational Psychologist.

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

- We have a positive approach to behaviour management with a clear Behaviour policy that is followed by all staff and pupils. We are an inclusive school and we make every effort to include pupils in learning sessions with their class. We take every opportunity to include pupils socially at break and lunch times.
- Hendon Brook Short Stay School –For children with Emotional, Social and Mental Health Difficulties. The Early Intervention Team can put strategies and advice in place for those children who are at risk from exclusion from school due to the behaviour they display. The primary aim of Hendon Brook is to work with schools, children and families to enable children to happily and safely access an educational setting.
- After any serious behaviour incidents we will inform you about what has happened. We would then expect the child to reflect upon their behaviour with you; this helps to identify why the incident happened and what the child needs to do differently next time to try to change and improve their behaviour.
- The 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 and Governing Body. Angela Wilkinson, our Attendance Officer, works with families to help solve repeated lateness and poor attendance.
- Good class attendance is rewarded through a special mention in the Celebration Assembly each Friday.

#### **How are the school's resources allocated and matched to the children's special educational needs?**

- We ensure that all children with special educational needs are provided for and that their needs are met, according to the school's budget.
- We have a team of Teaching Assistants and part of their role is to deliver programmes, planned for and organised by the Class teacher, designed to meet the individual or groups of children's needs.
- The budget is allocated on a needs basis. The children who have the most complex needs are given the most support.

#### **How are the Governors involved and what are their responsibilities?**

- The SENCO reports to the Governors every term to inform them about the progress of children with special educational needs or disabilities: this report does not refer to individual children and confidentiality is maintained at all times.
- One of the Governors, Andrew Winstanley, is responsible for special educational needs and meets regularly with the SENCO. They also report to the Governors to keep them informed.

- The Governors agree priorities for spending within the special needs budget, with the overall aim that all children receive the support they need in order to make progress.

### **How is our school accessible to children with SEND?**

Balladen School has an open door policy and actively welcomes all stakeholders in the local community, including families, friends and external support agencies. We strive to meet the needs of all individuals in our care and endeavour to provide and create an inclusive setting accessible to all. We are currently able to offer the following in terms of access:

- Disabled car parking to the front entrance.
- Wheelchair access to the main entrance. All classrooms are accessible by wheelchair from the outside. Both EYFS/KS1 and KS2 are accessible by wheelchair.
- Hand rails to the three short flights of stairs in school – connecting EYFS/KS1 to the main school; KS2 to the main school and access to the dining room.
- Disabled toilet facilities – main entrance.
- We have a regularly updated audio visual information display in the main foyer.
- All key policies and parental information such as holiday lists, school uniform lists and up to date news bulletins can be found on the school website.
- All policies and parent information is available upon request in a large print format.
- The school SENCO (Judith Winstanley) is available to liaise with all families, including those with additional needs to give guidance, support and reassurance regarding school procedures, policies and practises and to refer to outside agencies as the need arises.
- Visual timetables and the PECs (Picture Exchange Communication)system are used to support children with communication needs. Resources and displays are clearly labelled to allow equality of access to all.
- Occupational Therapy provides specialist equipment for school to purchase such as Fox Denton chairs and height adjustable tables for children who have difficulties with posture and balance. We also liaise with Occupational Therapy to provide motor programmes for individuals who require assistance with movement and co-ordination.
- Individual work stations are provided to enable children with attention and concentration difficulties to engage in their learning effectively.
- We are continually seeking to improve accessibility to our school and its resources and welcome suggestions and recommendations.

Sufficient funding is available to make adaptations to accommodate individual needs.

**What should I do if I have a concern or complaint about the provision for my child?**

- The first point of contact would be your child's class teacher to share your concerns.
- You could also arrange to meet with the SENCO or the Head teacher.
- Look at our Special Educational needs and Disabilities Policy on our website.
- Lancashire Parent Partnership is an organisation that provides independent advice and support for families – Telephone 0300 123 6706

**Where can I find information about the authority's Local Offer?**

[www.lancashire.gov.uk/SEND](http://www.lancashire.gov.uk/SEND)

A huge thank you to all of the parents who have been involved in co-producing this document. Your support and partnership is very much valued and appreciated.