



## Basildon CE Primary School SEND Information Report 2024-2025

### INTRODUCTION

#### The guiding principles in relation to SEND

Basildon Church of England Primary School is a one form entry village primary school, with 174 pupils (September 2024) and offers nursery provision for children from the age of 2. The school is located in the village of Upper Basildon, near to the village of Pangbourne and between the towns of Reading and Newbury.

The school is federated with The Downs School (a nearby secondary school), Beedon Primary School and Compton Primary School with a shared governing body. The Headteacher of the secondary school is the executive Headteacher of all schools. In addition, a Director of Primaries, Head of School and four other members of SLT (including the SENCo) lead the primary school.

#### **Basildon CE Primary Vision Statement:**

We aim to inspire respectful, resilient learners who excel in God's world. At Basildon, we provide a nurturing environment where every child's individuality is developed and celebrated. Through strong teaching, our children are able to understand and regulate their own emotions. Our children are highly motivated learners.

Our three school values are key to everything we do:

#### ***Respect, Resilience, Excellence***

As a Church school, we draw our inspiration from Luke, Ch2 v40:

***"And The Child Grew And Became Strong In Spirit, Filled With Wisdom."***

Our staff and governing board:

- are committed to delivering a challenging and creative curriculum, rooted in Christian and British Values, which inspires our children spiritually, academically, physically and emotionally to promote the skills needed to be resilient and prepared to take their place in a changing world.

Our children:

- are safe and happy in school and, as members of the Downland Federation, are well-prepared for their secondary education



- are respectful and kind towards one another, showing tolerance and celebrating difference
- are motivated and engaged learners who challenge themselves and develop life-long learning habits

Our parents:

- work in partnership with the school and feel welcome, respected and supported
- are kept well-informed about their child's progress and how to support learning at home

Our church:

- is an important part of our school family; we work in partnership for the good of our school, wider and global community

### ***Our Christian Vision***

#### **"Strong in spirit, full of wisdom" Luke 2:40**

Our biblical verse refers to Jesus' childhood up to the age of 12; a time when children are naturally inquisitive and eager to learn. By providing opportunity for our children to develop resilience, excellent interpersonal skills, good manners, time for reflection and high moral standards, we hope that our children will develop good character thus becoming "strong in spirit." Wisdom is more than knowledge; it is the ability to apply knowledge with the ability to differentiate right from wrong.

Our biblical verse aims to encourage all of our pupils to believe in themselves and their own abilities whilst also feeling strengthened and supported by God, their peers and the adults around them.

Our School Values, and our core Christian Values: **Respect, Resilience, Excellence.**



## The Definitions of SEN and Disability

To ensure the best outcomes possible for the children, the planning, organisation and management of education for SEND pupils is delivered in accordance with The SEND Code of Practice for 0-25 Year Olds, where the definition of SEND is stated as follows:

*'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.'*

*A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*

- Has a significantly greater difficulty in learning than the majority of others at the same age, or*
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.'*

## Consultation and production of the document

The Code of Practice for Special Educational Needs was updated in 2014. The categories of School Action and School Action Plus have been removed and replaced with a single category of SEND Support (SENS). 'Statements' of SEND have been phased out and were all replaced with an Education, Health and Care Plan (EHCP) by 2018. The school has a statutory duty to provide the Local Authority with comprehensive information about how the school provides for students with SEND. This is called the 'Local Offer' and will be published and freely available on the Local Authority website. Website: <http://fis.westberks.gov.uk>

In developing and producing this document the senior leadership team of Compton CE Primary including the Director of Primaries, the Head of School, the SEND Governor and the Governing body have been consulted.

Other policies that this report relates to are: Accessibility, Anti Bullying, Behaviour, Child protection and procedures, Curriculum, Educational Visits, Equality Opportunities, Health and Safety, Local Offer, Physical intervention, Safeguarding, Supporting children with medical conditions, Teaching and Learning, Assessment.

## Review Process

The SEND Information Report, alongside the Local Offer, will be monitored and evaluated on an annual basis, through consultation with the Director of Primaries, Head of School, Senior Leadership Team, SEND Link Governor and Governing Board.

Date of publication.....



Date of review.....

Signature of Chair of Governing Body.....



## Roles and Responsibilities

To ensure the success of the SEND policy:

The Governors are responsible for:

- Ensuring clarity of vision, ethos and strategic direction for SEND pupils amongst others
- Holding the headteacher to account for the educational performance of SEND pupils
- Overseeing the financial performance of the school and making sure its money is well spent for SEND pupils
- Be part of the review of the SEND Information Report

The Senior Leadership Team (SLT) is responsible for:

- Monitoring how effective teaching and learning strategies are in terms of raising SEND pupil achievement.
- Ensuring that outcomes for SEND pupils are in line with their full potential.
- Ensuring that adequate staffing is in place to fulfil requirements
- Ensuring that the budget is used correctly to fulfil the needs of all pupils
- Ensuring that staff development promotes good quality teaching
- Providing clear communication with parents about the role they are expected to play in the development of their child's learning at school.
- Ensuring that resources are available to ensure good quality teaching and learning.

The SENCo is responsible for:

- Having an impact on raising standards of achievement for across the whole school.
- Overseeing the day-to-day operation of the SEND policy, Local Offer and SEND Information report.
- Keeping an up to date SEND register and provision map.
- Monitoring the quality of teaching and learning (work, planning, lessons) to ensure that these are appropriate for pupils with SEND
- Monitoring the progress and development of pupils with SEND and keeping these records up to date, using the graduated approach.
- Monitoring the overall effectiveness of specific interventions and advising on new ones.
- Regularly reviewing how expertise and resources are used, maintaining the availability of high-quality resources.
- Advising on the school budget.
- Supporting class teachers in any further assessments.
- Maintaining an overview of current trends and developments within SEND
- Providing specific support, training and guidance for other teachers and staff.
- Ensuring parents and pupils are actively involved in decision- making.



- Being a key point of contact for parents (of pupils with SEND, or those who may have SEND), other Educational Settings and external professionals.
- Meeting with SEND Link Governor, Headteacher/ leadership team, class teachers and support staff.

The Teachers are responsible for:

- Being accountable for the progress and development of all pupils in their class.
- High quality teaching, including differentiation, to enable all children including those with SEND to reach their full potential.
- Tracking progress of pupils in their class by monitoring and analysing data for pupils with SEND using the cycle of 'assess, plan, do, review.'
- Raising SEND concerns with the SENCo and/or a member of the Senior Leadership Team
- Writing and reviewing Graduated Approach Plans (GAP) and Support and Achievement Plans (SAP) for the pupils in their class (in liaison with the SENCo where needed)
- Taking up training and learning opportunities
- Liaising with the SENCo, support staff, parents and professionals about children with SEND.

The Support Staff are responsible for:

- Keeping up to date records of interventions undertaken
- Contributing to the review of the support for pupils with SEND
- Keeping the class teacher informed of progress in intervention sessions and daily lessons
- Having a commitment to their own Continuing Professional Development (CPD).

Pupils are responsible for:

- Taking responsibility for their learning.
- Showing good learning habits.

Parents are responsible for:

- Actively endorsing and supporting the SEND policy and the SEND Information Report.
- Doing their best to keep their child healthy and fit and to ensure their child has the best attendance record possible.
- Ensuring that their child is equipped for school and for taking part in activities.
- Informing us of any matters outside school that are likely to affect their child's performance at school.
- Promoting a positive attitude towards school and learning.
- Attending meetings and work together with class teacher and/ or SENCo in the best interests of their child.



### SEND INFORMATION REPORT

The following information relates to the requirements set out in the 13 points in Schedule 1: Regulation 51 in The Special Educational Needs and Disability Regulations 2014. These points are covered in our contribution to the Local Authority's Local Offer which can be found here: [West Berkshire Local Offer](#).

#### Schedule 1: Point 1

The kinds of special educational needs for which provision is made at school

#### Schedule 1: Point 2

Information, in relation to mainstream schools and maintained nursery schools about the school's policies for identification and assessment of pupils with special educational needs

#### Schedule 1: Point 3

Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC plans, including-

- a) How the school evaluates the effectiveness of its provision for such pupils;
- b) The school's arrangements for assessing and reviewing the progress of pupils with special education needs;
- c) The school's approach to teaching pupils with special educational needs;
- d) How the school adapts the curriculum and learning environment for pupils with special educational needs;
- e) Additional support for learning that is available to pupils with special educational needs;
- f) How the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs; and
- g) Support that is available for improving the emotional, mental and social development of pupils with special educational needs.

#### Schedule 1: Point 4

In relation to mainstream school as and maintained nursery school, the name and contact details of the SEN coordinator.

#### Schedule 1: Point 5

Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

#### Schedule 1: Point 6

Information about how equipment and facilities to support children and young people with special educational needs will be secured.

#### Schedule 1: Point 7

The arrangements for consulting with parents of children with special educational needs about, and involving such parents in, the education of their child.

#### Schedule 1: Point 8

The arrangements for consulting young people with special educational needs about, and involving them in, their education.

#### Schedule 1: Point 9

Any arrangements made by the governing body or the proprietor relating to treatment of complaints from parents of pupils with special educational needs concerning the provision made at school.



**Schedule 1: Point 10**

How the governing body involves other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

**Schedule 1: Point 11**

The contact details of support services for parents with special educational needs, including those for arrangements made in accordance with section 32.

**Schedule 1: Point 12**

The school's arrangement for supporting pupils with special educational needs in transfer between phases of education or in preparation for adulthood and independent living.

**Schedule 1: Point 13**

Information on where the local authority's local offer is published.

**1. Identification of Special Educational Needs and Disabilities (SEND) (Schedule 1: Point 1,2,7)**

*1.1 How does the school identify children/young people with special educational needs and disabilities?*

We will identify children as having a special educational need if they have a significantly greater difficulty in learning than the majority of their peers, or if they have a disability which prevents or hinders them from making use of educational facilities that would normally be provided for others of the same age. These criteria are as set out in the definitions of the Special Educational Needs Code of Practice.

Children will generally be identified in a number of ways; through notification from another school, setting or professional when they join the school, through assessment and diagnosis, through concerns identified by parents, or through high quality, regular assessments and observations made by teachers based on the above criteria, which are collated on to a 'concern form'.

In all cases, the SENCo is informed and following further assessment, monitoring and intervention, both in school and through other professionals, a decision will be made on whether the child should be placed on to our special educational needs register.

If the child is placed on the SEND register then parents will be informed and together the parents, class teacher and SENCo work together to plan a personalised education support programme (a support and achievement plan, commonly known as a 'SAP').

*1.2 What should I do if I think my child has SEND?*

If you have any concerns about your child and whether they may have SEND, then your first port of call should be the class teacher for children already in the school, or the SENCo/ Headteacher for parents and/ or children new to the school.

Following these initial discussions, the class teacher or Headteacher will then pass





any information on to the SENCo who will begin reviewing the concerns, making observations and completing assessments as needed.

## **2. Support for children with special educational needs (Schedule 1: Point 3,7,8)**

### *2.1 If my child is identified as having SEND, who will oversee and plan their education programme?*

When a child is placed on the SEND register, their personalised education programme (known as a 'SAP' – 'Support and Achievement Plan') will be overseen by their class teacher. The class teacher will ensure that the child's additional needs or requirements are being met in all aspects of their school day (including playtimes, lunchtimes and before or after school provision) and that they are able to access the school curriculum fully.

In conjunction with the SENCo, the teacher will set up interventions if needed, with the aim of helping the child make accelerated progress. These interventions will be led by well-trained support staff and the teacher will regularly discuss the areas of focus for the child. The SENCo will have the overall responsibility for overseeing and monitoring the quality of the interventions and general provision for the child.

### *2.2 How will I be informed / consulted about the ways in which my child is being supported?*

Parents will have regular opportunities to meet with their child's class teacher and discuss progress and support. Once every long term (Autumn, Spring or Summer), there will be an opportunity to meet with the teacher to discuss and review the personalised programme in place for them. During this review, the 'outcomes' specified in their SAP will be looked at and set out for the term ahead.

Alongside this, there are parents evening meetings in the Autumn and Spring term, as well as the 'open door' ethos we have that encourages regular, informal contact between all parents and their child's class teacher.

### *2.3 How will the school balance my child's need for support with developing their independence?*

This is something that we see as crucial part of a child's development and we structure our balance of support and independence differently for each child, based on their needs. We provide children with the extra support of teaching assistants but structure this so that they do not over-rely on this support. We build in routines, resources and activities that allow and support children in becoming more independent in their learning, friendships and everyday life in school. We feel that independence is a vital life skill and work to help all children develop their independence as much as possible.

Possible strategies may involve:

- Use of a visual timetable, checklists or visual resources
- Pre-teaching of vocabulary and content



- Access to the use of a laptop or other technology or resources
- Chunking or scaffolding of activities
- Use of individualised success criteria

#### *2.4 How will the school match / differentiate the curriculum for my child's needs?*

Our teachers work hard to plan and deliver lessons that are adapted in such a way that every child in the class is able to access the curriculum, complete activities and learn as independently as possible. This may take the form of scaffolded or adapted work, activities, outcomes, resources or support. For children with SEND, teachers ensure that they adapt these things to best suit the child's individual needs. For those children with more severe learning needs, the outcomes and expectations used will be appropriate to the child's stage of development. Through the assessment of individuals, setting targets and monitoring progress, teachers identify where each child is within their learning. Teachers take part in termly Pupil Progress Meetings to discuss the progress of all children in detail and plan the next steps accordingly.

#### *2.5 What teaching strategies does the school use for children with learning difficulties, including autistic spectrum disorder, hearing impairment, visual impairment, speech and language difficulties?*

Teachers use a wide variety of strategies in their teaching and classroom management, aimed to involve all children fully in their learning. We develop individualised programmes of intervention through support and advice from external agencies and knowledge held within the school. In class, differentiated teaching and learning is planned for, allowing pupils to access at a level that is appropriate for them, also focusing on preferred learning styles. As stated above, specific strategies or methods will be personalised for our SEND children, based on their individual needs. The following is a small selection of the approaches teachers may use with SEND children in their classes: approaches to support metacognition (for example 'thinking maps' as a tool to organise their ideas and thinking), adaptations to tasks to help scaffold the child's learning, approaches to minimise cognitive load (such as the use of dual coding), strategically placed support staff, visual aids, concrete/physical materials, seating positions within the class, visual timetables, social groupings, peer mentoring or support, individualised targets or reward systems for learning, focus or behaviour, and specific, additional interventions as necessary.

#### *2.6 What additional staffing does the school provide from its own budget for children with SEND?*

Every class benefits from having learning support assistants (LSAs) working alongside the teacher and children for some, if not all of the week, as standard practice. When a child has SEND, they may also receive further support from our LSAs, in the form of classroom support, in-class interventions or group/individual interventions out of class. Where appropriate, they may have sessions with a



qualified ELSA (Emotional Literacy Support Assistant). The form of this extra support is always personalised for each child's individual needs and will be arranged by the class teacher and SENCo/ Headteacher.

*2.7 What specific intervention programmes does the school offer to children with SEND and are these delivered on a one-to-one basis or in small groups?*

The following list of interventions details the additional programmes we put into place for children with SEND. These are a mixture of 'formal' programmes and our own bespoke interventions aimed towards the individual needs we identify through our rigorous assessments. Each intervention programme follows a 'plan, do, assess, review' cycle to ensure it is having the biggest impact possible on a child's progress. Each of these interventions is used specifically to match the needs of individual pupils.

Type/Title of Intervention	<input checked="" type="checkbox"/> One to one	<input checked="" type="checkbox"/> Small group
Same-day interventions (typically for phonics, English or maths)	X	X
SNAP maths	X	X
ELSA (Emotional Literacy Support)	X	X
Precision teaching/ spelling	X	X
Monster Phonics booster interventions	X	X
Writestart/handwriting interventions		X
Touch typing		X
SOS Spelling	X	X
Reading comprehension boosters	X	X
Bespoke specific maths interventions	X	X
Bespoke specific English interventions	X	X
Speech and Language Support	X	X
'Attention Autism' Bucket sessions	X	X
Pre-teach sessions (variety of subjects)	X	X
Sensory support sessions (inc. sensory circuits)	X	X
Times Table booster sessions		X
SATs Booster Sessions		X

*2.8 What resources and equipment does the school provide for children with SEND?*

We offer a wide range of resources and equipment to support children's learning and development, which again are selected based on their individual needs. The following are a small selection of the resources and equipment that may be used with children with SEND: visual aids, wordmats, physical resources for maths, numicon, technology such as laptops or Chromebooks, writing slopes, physiotherapy resources, resources to support motor control, resources to



support concentration or focus (including wobble cushions, chair bands or focus/fidget tools), coloured resources to support dyslexia, games and specialised dictionaries.

### *2.9 What special arrangements can be made for my child when taking examinations?*

When children with SEND need special arrangements for taking examinations (for example: for any end of key stage tests), then we will follow the guidelines and application process set out by the government. Where eligible, children may receive special arrangements such as additional time, a 'reader,' a scribe or enlarged test papers.

## **3. My child's progress (Schedule 1: Point 2,3,7,8)**

### *3.1 How will the school monitor my child's progress and how will I be involved in this?*

Teachers are continually assessing the progress of all pupils in their class and use this information to influence subsequent planning, teaching and learning. They record these assessments and data regularly using a software package called 'SONAR.' For some pupils, a more bespoke method of assessment is appropriate, looking at smaller steps of progress. This data is reviewed by a range of people including: teachers, subject leaders, the SENCo, the Headteacher, SLT, and the governing body.

Teachers also regularly review the individual plans (SAPs) put in place for children with SEND and officially review them 3 times a year to allow outcomes and targets to be refreshed as needed.

Parents are regularly included in the conversations around their child's progress, including through parents evenings, SAP reviews, reports and informal discussions with teachers and the SENCo.

### *3.2 When my child's progress is being reviewed, how will new targets be set and how will I be involved?*

At each review point in the cycle of the individual plans, the teacher (and SENCo if appropriate) will assess the child's progress towards meeting their set outcomes, including the arrangements, interventions and strategies that have been in place to help the child achieve them.

Following this, the teacher (and any other staff or professionals that have supported the child) will form suggested outcomes for the next term. These may be new, continued or adapted outcomes, based on the child's needs.

When parents meet with the teacher to review the plan, they have the opportunity to share their views on the child's progress and suggested outcomes for the next term. Together, parents and the teacher agree these outcomes and the plan is finalised.



*3.3 In addition to the school's normal reporting arrangements, what opportunities will there be for me to discuss my child's progress with school staff?*

Alongside the termly parents evenings, parents have the opportunity to regularly keep in touch with their child's class teacher through informal discussions in person or via Class Dojo. They are also able to regularly keep in touch with the SENCo via email ([senco@basildonprimary.org.uk](mailto:senco@basildonprimary.org.uk)). If parents wish to, they can request to meet with other school staff such as the SENCo or Headteacher, at mutually convenient times for all parties.

*3.4 What arrangements does the school have for regular home to school contact?*

Our arrangements for regular home to school contact are flexible and depend entirely on the preferred methods for the children, parents and teacher. Currently, we use methods for communication such as: face to face discussions and conversations, messaging through Class Dojo, phone calls, home-school books and emailing. Alongside this, parents evenings are held in the Autumn and Spring Terms and a formal report is written in the Summer Term. There is also an opportunity to meet with the class teacher after this report has been shared.

*3.5 How can I help support my child's learning?*

For children listed on the SEN Register, your child's individual plan will detail outcomes for your child's learning linked to their areas of difficulty and will include ways that you can support this at home. For all pupils you can ask advice from the class teacher at any time for ideas of ways to support your child's learning generally, as well as specifically for their targets.

As a school, we aim to regularly hold events for all parents covering aspects of the curriculum and learning (such as reading development or the maths curriculum) that are focused on developing their understanding of how their children learn and how they can support them. Other information resources are shared with parents too (such as information leaflets for the expectations for each year group) and the school subscribe to a number of learning platforms that children can access at home (including Numbots, Times Table Rock Stars and Purple Mash).

*3.6 Does the school offer any help for parents / carers to enable them to support their child's learning, e.g. training or learning events?*

As a school, we aim to hold termly events for all parents covering aspects of the curriculum and learning (such as reading development or the maths curriculum) that are focused on developing their understanding of how their children learn and how they can support them.

In addition to this, we can provide parents with information of local organisations set up to support parents, such as family support workers, parent partnership, 'Parenting Special Children,' SENDIASS, or local children's centres. When we receive information from the local authority regarding support or training for



parents of children with SEND, we pass this information on to the appropriate families.

*3.7 How will my child's views be sought about the help they are getting and the progress they are making?*

Children will get the chance to regularly share their voice about the effectiveness of the resources and strategies used to support their learning, and the interventions they take part in. Teachers will share the outcomes on their plan so that they know what they are working towards, how this will happen and their role in this. Children will be asked to share their views through questionnaires, discussions, drawings or other suitable methods. The methods used will depend on the child. The level and form of the pupil voice will obviously depend on the age of the child, and we expect the pupil to be able to take an increasing role as they move through the school.

*3.8 What accredited and non-accredited courses do you offer for young people with SEND?*

Children in the Early Years Foundation Stage follow the EYFS curriculum and are assessed at the end of their Reception year against the Early Learning Goals. Children within KS1 and KS2 follow the National Curriculum and are externally assessed at standard points, including the Year 1 Phonics Screening and at the end of Key Stage 2.

*3.9 How does the school assess the overall effectiveness of its SEND provision and how can parents / carers and young people take part in this evaluation?*

Inclusion is important in our school and is a key part of our school development plan (SDP) and school improvement plan (SIP). Linked with this, each year the SENCo creates an action plan for how SEND will be led throughout the school and both documents are reviewed at key points over the year. In addition to this, the SENCo reviews the progress of children on the SEND register at the end of each long term (when teachers submit their assessment data and pupil progress meetings are held) and presents this information, along with any thoughts, actions or questions to the headteacher and the governing body. Children and parents also have an opportunity to take part with this through the reviews of the children's individual plans and through parent forums, parent council and yearly parent questionnaires. Children will get the chance to regularly share their voice about the effectiveness of the resources used to support their learning and interventions they take part in. The level and form of the pupil voice will obviously depend on the age of the child, and we expect the pupils to be able to take an increasing role as they move through the school.

**4. Support for my child's overall wellbeing (Schedule 1: Point 3)**



#### *4.1 What support is available to promote the emotional and social development of children with SEND?*

The emotional wellbeing and mental health of every child is incredibly important to us and we have worked to offer a wide range of support for all needs. Classes teach regular sessions that relate to areas of social and emotional development, including PSHE lessons, circle times, assemblies and group work activities. Each year we have a curriculum focus week (PSED week – personal, social and emotional development week), during which classes look at things such as personal safety, e-safety, anti-bullying and team building. Aside from all of these strategies, we also have staff who can support children's individual emotional and mental health needs, including a trained ELSA (emotional literacy support assistant) who works with children in 1:1 or small group sessions. These bespoke sessions support children in developing strategies to manage areas of their emotional and social development. Alongside this we may use social stories with some children to help them understand different social situations that they may be having difficulty with.

Where appropriate the support that we may offer could include:

- a programme of support planned by class teacher, and supported with advice from the SENCo
- Meet and greet with a trusted adult at the start and end of the day
- Regular check-ins with a trusted adult through the day
- Emotional Literacy Support
- Regular parental contact sessions/ home school link book
- Referral to other external agencies
- Relevant school policies are in place

#### *4.2 What support does the school put in place for children who find it difficult to conform to normal behavioural expectations and how do you support children to avoid exclusion?*

At Basildon we follow the 'Therapeutic Thinking' behaviour approach and employ a wide range of behaviour strategies to support the teaching of prosocial behaviour for all pupils. However, in the situation where a child was finding it difficult to conform we would, in the first instance, discuss this with parents and together aim for a solution. We feel that a consistent approach towards behaviour at both home and school helps children feel secure in their boundaries. For more information, please see our behaviour policy and principles documents.

These are some of the key ways in which we may support a pupil:

- School behaviour systems are in place and procedures are consistently adhered to across the school (for more details please see our school's behaviour policy, available on the school website).
- The Therapeutic Thinking model has been used to re- focus and reinforce school behaviour systems and policies
- Protective and educational consequences





- Social skills/ behaviour support groups
- Home/ school contact book.
- Visual timetable
- Use of temporary 'small garden' approach for the pupil
- Referral to the Therapeutic Thinking Support Team.
- Referral to the Emotional Health Triage service
- Referral to CAMHS

#### *4.3 What medical support is available in the school for children with SEND?*

We look at the medical needs (if any) of each child individually and base our support on these needs. Our staff receive regular first aid training and we have a very competent team of first aiders. Staff are also trained appropriately for each medical need over and above general first aid (such as for administering asthma medicine or auto-injector pens for anaphylaxis). Individual support plans are produced when necessary depending on the exact needs of the child, and advice from external professionals (such as the community school nurse).

#### *4.4 How does the school manage the administration of medicines?*

Our school policy on medicines will outline the full protocol for this, but parents need to inform the office of any medicines their child may need and how they need to be administered; there is a form to complete when you do this. The medicines are stored correctly and securely in school and staff will ensure that they are administered correctly. We will also check to ensure that the medicines are in date.

#### *4.5 How does the school provide help with personal care where this is needed, e.g. help with toileting, eating etc ?*

We provide support for needs such as these on an individual case basis and will work as a team to sensitively and appropriately support children to manage their personal care as independently as possible. Our intimate care policy provides further information on these processes.

### **5. Specialist services and expertise available at or accessed by the school (Schedule 1: Point 5,7,10)**

#### *5.1 What SEN support services does the school use, e.g. specialist support teachers, educational psychologists, teachers for hearing impairment and visual impairment, ASD advisory teachers, behaviour support teachers etc?*

We use a wide range of specialist services to support our provision for children with SEND, but the level and frequency of our links with different services is very dependent on the needs of the children in our school.

The range of services/ teams we may use include:





- Cognition and Learning Team (CALT)
- Autism advisory team
- Speech & Language Therapists (SpLT/ SALT)
- Early Development and Inclusion Team (EDIT)
- Educational Psychologists (EPs)
- Therapeutic Thinking Support Team (TTST)
- Child & Adolescent Mental Health Service (CAMHS)
- Sensory Consortium Service (SCS) for children with hearing or visual needs
- Ethnic and Minority and Traveller Achievement Service (EMTAS)
- Occupational Therapy (OT)
- Physiotherapy (PT)
- Specialist Inclusion Support Service (SISS)
- Emotional Health Academy (EHA)
- iCollege (alternative education 'outreach' or 'inreach' support)
- EBSA Team

### *5.2 What should I do if I think my child needs support from one of these services?*

If you think your child has a need that requires assessment or support from one of these services, you should share your thoughts and concerns with the class teacher and/or the SENCo. The SENCo can arrange for assessments to take place in school and if they feel that the child is suitable for referral to one of these services, they will arrange this with your knowledge and consent. For any services that we as a school are unable to refer children for, we will signpost parents accordingly. Each service has set criteria to assess each case individually. In some cases, a GP referral may be necessary.

### *5.3 How are speech and language therapy, occupational therapy and physiotherapy services provided?*

Information about these services can be accessed via the local authority integrated services website.

Each of these services are provided in school using the guidance and support of the specialist services and the professionals who work with the children. Within school, we set up programmes for children to work towards the targets that will be set for them by the professional from the services, using trained staff and appropriate resources.

Children who are of school age (Reception class or above) can be referred for speech and language support through school and this usually involves school-based assessments and liaison with the NHS Speech and Language Team taking place and if needed, specialist assessments with a trained speech and language therapist. Children who are below school age (i.e. Nursery) will need to be referred by their parents, but we can support this through signposting parents to the correct referral route.



Occupational therapy and physiotherapy services are provided as appropriate, based on children's individual needs. For some of these services, your child's GP may need to make the referral (i.e. for an occupational therapy referral, a school can only make a referral if a child has an EHCP. If the child does not have an EHCP then their GP needs to make the referral).

All of these changes support the SEND Reforms in that they enable the wider workforce to support children with special educational needs at every level; resulting in an equitable, accessible and empowering service which allows every child to achieve their full potential.

#### *5.4 What should I do if I think my child needs to be seen by a speech and language therapist, occupational therapist or physiotherapist?*

If you think your child has a need that requires assessment or support from one of these services, you should share your thoughts and concerns with the class teacher and/or the SENCo. The SENCo will initially offer support and advice (i.e. through resources and advice sheets from the NHS therapies team) as well as liaise with the appropriate professionals to ascertain the best next steps for that child and their needs. If an assessment from the professional is appropriate, the SENCo will arrange for assessments to take place in school where possible. If it is felt that the child is suitable for referral to one of these services, this will be arranged with your knowledge and consent. For any services that we as a school are unable to refer children for, we will signpost parents accordingly. For speech and language referrals, children who are below school age (i.e. Nursery) will need to be referred by their parents, but we can support this through signposting parents to the correct referral route.

#### *5.5 What arrangements does the school have for liaison with Children's Social Care services?*

School can contact the 'Contact, Advice, Assessment Service' (CAAS), who offer telephone advice and offer school advice on the next steps. In most circumstances, parents will be made aware of the phone call.

### **6. Training of school staff in SEND (Schedule 1: Point 5,10)**

#### *6.1 What SEND training is provided for teachers in your school?*

Our SENCo attends regular network meetings and training sessions which is then passed on, as appropriate, to other staff to keep them updated in practice in the area of SEND. We also have a regular link with a local authority 'Special Needs Support Teacher' (from the Cognition and Learning Team), who advises the SENCo and also provides training for the SENCo and other staff in school.

Each term opportunities are advertised to all staff in school. Areas of need are identified within each class and teachers are signposted towards suitable courses that may be of benefit. If a teacher has a specific area of interest which would be of benefit to the school, the teacher would be informed of appropriate training



courses. Teachers receive regular training and support in methods of teaching and learning that support and develop all children, but when there are requirements for additional training based on SEND needs within a class, the school endeavour to provide the best training and support for teachers possible, drawing on the expertise of relevant professionals where possible.

*6.2 What SEND training is provided for teaching assistants and other staff in your school?*

We endeavour to provide LSAs with regular training in methods of supporting the learning of all children, but when there are requirements for additional training based on the SEND needs within a class, the school will arrange training for the teaching assistants who will work with the child or run interventions that they will take part in. Interventions and needs of pupils are continually monitored by the SENCo who identifies gaps in training and is responsive to this information.

*6.3 Do teachers have any specific qualifications in SEND?*

The SENCo holds the post-graduate National Award for Special Educational Needs Coordination, awarded by Reading University. A number of teachers have undertaken specific training sessions for supporting speech and language difficulties, supporting sensory needs or specific learning needs (these training/ CPD sessions do not provide specific qualifications, but provide useful, practical support). Some teachers have also previously worked within specialist education settings.

*6.4 Do teaching assistants have any specific qualifications in SEND?*

Alongside in-house training provided by the SENCo and SLT, Learning Support Assistants (LSAs) are typically trained to deliver specific strategies and/ or interventions relevant to them and the class they work in, or for the children they work with (such as speech and language, Precision Teaching, SNAP, Makaton or Attention Autism). One LSA has been trained as an Emotional Literacy Support Assistant (ELSA). Another LSA has trained as an 'Autism Champion' through a training programme led by the West Berkshire Autism Team, with the aim of helping to spread good practice through the school.

**7. Activities outside the classroom including school trips (Schedule 1: Point 3,7)**

*7.1 How do you ensure children with SEND can be included in out of school activities and trips?*

When planning an out of school trip (including any residential trips), teachers carefully consider how children with SEND will be included and any additional support that may be required. These considerations form part of the risk assessments that are carried out before any school trip.



Any additional support or adaptations will be personalised to children's needs, and may include provisions such as extra adult support, reduced time or adapted activities and resources. Parents have, on some occasions (particularly before residential visits), visited sites beforehand to familiarise their children with the settings.

*7.2 How do you involve parents / carers in planning the support required for their child to access activities and trips?*

Each trip will be carefully considered with regards to the planning and support needed for children with SEND, and parents will be involved when appropriate. We will keep parents informed of our trips and how their children will take part in these as fully as possible.

**8. Accessibility of the school environment (Schedule 1: Point 3,6,7)**

*8.1 How accessible is the building for children with mobility difficulties / wheelchair users?*

We are very lucky in that our school is on a flat, easily accessible site. Every classroom can be accessed easily. Where there are steps or uneven surfaces, we have worked to limit the impact of this on children that may have mobility issues or those that use wheelchairs. The layout of the classrooms and corridors are as such that children with additional needs can still access them. If a child came into a class with additional needs such as these, the class teacher and SENCo would work together, with the parents, to ensure the setting was suitable and inclusive for the child.

*8.2 Have adaptations / improvements been made to the auditory and visual environment?*

We make adaptations and improvements to our school environment when these are appropriate to the needs of the children in our school. We have made adaptations such as painting high-visibility markings on uneven surfaces (such as ramps) or steps, and lowering ceiling heights for a hearing-impaired child. All of our classrooms have interactive whiteboards as standard which support hearing and visual impairments. All children in the school with hearing or visual impairments are visited regularly by professionals from the appropriate services (such as the Sensory Consortium Service) to assess how they are accessing their environment and then meet with staff to suggest ways that this can be improved further to benefit the child.

*8.3 Are there accessible changing and toilet facilities?*

Yes, all children, including those with any mobility needs, have access to toilets and changing facilities. The youngest children have toilets attached to their classrooms, and these are designed for children of this age. There are also wider



cubicles with handrails too. Our Nursery classroom has a designated changing area for the intimate care of those children who wear nappies.

*8.4 How do you ensure that all the school's facilities can be accessed by children with SEND?*

When children with additional access needs join a class or move into a class, we fully assess the room and adjoining facilities to ensure that it is as inclusive as possible for the child. The class teacher and/or SENCo will carry out a 'learning walk', assessing the environment from the child's perspective. Everyday routines will also be assessed and considered. We will also endeavour to involve the parents in these conversations and activities, particularly if the child is new to the school.

The room layout or organisation may be adjusted, and things such as where a child's peg or tray are located will be considered. Our overall aim is to give children the chance to be as independent in their school life as possible.

*8.5 How does the school communicate with parents / carers who have a disability?*

We are keen to include and communicate with all parents in a way that suits them, so if a family has any specific needs (such as a disability), we will liaise with them to arrange their preferred methods of contact.

*8.6 How does the school communicate with parents / carers whose first language is not English?*

We are keen to include and communicate with all parents in a way that suits them, so if any parents or carers have a native language that is not English, we will liaise with them to arrange their preferred methods/language of contact. We use 'ClassDojo' as a communication platform between school and home and this offers translation options as standard so all parents can access the class feed and message their child's class teacher.

If required, we will make reasonable steps to provide an interpreter to attend meetings or support by telephone.

**9. Preparing my child to join the school or to transfer to a new school or the next stage of education and life (Schedule 1: Point 7,8,10,12)**

*9.1 What preparation will there be for both the school and my child before he or she joins the school?*

Each situation will be different and the transition process for each child will therefore reflect this.

Generally, when any new child joins the school the parents have the initial contact with the head teacher and discuss the child's transition into the school. Where there is an identified need, the SENCo is also involved and a plan will be formed that suits and supports that child.



We encourage children to visit the school and spend time in their new classroom or with their new class (if they are joining part way through the year, for example). We have such lovely, welcoming children and staff that this always proves to be a positive experience for the new child. This visit (or visits if needed) provides us with the opportunity to get to know the child and begin to make preparations for them if needed. We can also, if appropriate, create transition books with photos of the new classroom and staff for the child to refer to before they start school with us.

Many children joining our Reception class attend our Nursery class, meaning that they are very familiar with the staff and setting. For children who have not attended our Nursery class, we have developed good links with local nursery/pre-school settings and liaise with them to support transition, particularly if there is an identified need. Our Reception teacher (and other staff as needed) will visit the children in their setting during the summer term before they start.

#### *9.2 How will my child be prepared to move on to the next stage within school, e.g. class or key stage?*

Our children are in the fortunate position that, being a small school, the children know all staff well. Before the end of the academic year, classes spend a morning in their new classroom, with their new teacher to help familiarise and excite them about their next year in school. For some of our SEND children, this may not be enough time, so in these cases we make individual adjustments. We may also create transition books with photos of the new setting and staff for the child to refer to over the summer break. When we do have these individualised transitions, we communicate with and involve parents so that they can support their child.

Teachers will also communicate with each other closely and regularly to ensure that new teachers are fully informed of the needs of the children in their new class.

#### *9.3 How will my child be prepared to move on to his or her next school?*

When our children with SEND are preparing to move on to another school (for example at the end of Year 6), we organise personalised transitions for them, aiming to ease their fears or worries, helping them to look forward to going to their new school and helping them enjoy the rest of their time with us.

Each transition is different, but generally they can include some of the following: regular discussions with the child about the transition, visits to the new school (with a known member staff if wanted), the chance to meet new teachers, the creation of transition books with photos of the new setting and staff for the child to refer to, and the merging of systems and strategies used by the new school so the child can get used to them and doesn't have a sudden change. We can also put interventions in place for children who we feel need support in building their skills and confidence to be 'secondary ready.'

#### *9.4 How will you support a new school to prepare for my child?*



We liaise and work with the schools we know our children are moving on to, and the level of this liaison will depend on how much support each transition will need. We contact new schools to discuss and arrange the transition process so that this works for both schools and, most importantly, the child. We will inform the new school of how the child is currently supported so that they can replicate elements of this if needed. Throughout the transition process, the contacts at school (usually the SENCos) will continue to discuss and evaluate the transition, ensuring that it is positive for the child.

*9.5 What information will be provided to my child's new school?*

When any child leaves our school, we pass on general information to their new school about the child, their progress and achievement. For any of our children on the SEND register, we will also pass on information about their current targets, education plans, intervention programmes, the level of support they receive and general information about how the new school can best support the child (such as routines, strategies and resources that work well with the child).

*9.6 How will the school prepare my child for the transition to further education or employment?*

Not applicable.

**10. Who can I contact to discuss my child? (Schedule 1: Point 4,7,9,11)**

*10.1 Who would be my first point of contact if I want to discuss something about my child or if I am worried?*

Your first point of contact when wishing to discuss something about your child will always be their class teacher.

However, if this is not possible or appropriate, then you should contact the SENCo ([senco@basildonprimary.org.uk](mailto:senco@basildonprimary.org.uk)).

*10.2 Does the school offer any specific support for parents / carers and families (such as Family Support Workers?)*

As a school, we can provide information about organisations and help develop links with groups such as 'parent partnership', 'parent voice,' children's centres or family support workers. The school also uses the normal referral processes to refer to outside agencies including the Emotional Health Academy, Therapeutic Thinking Support Team and Social Services.

*10.3 What arrangements does the school have for signposting parents / carers to external agencies which can offer support, such as voluntary agencies?*



We work closely with the parents of children with SEND in our school and will inform them of different organisations that could offer them support or guidance through a range of methods; including face to face conversations, emails, letters and leaflets or posters. The school uses the normal referral processes to refer to outside agencies including 'Parenting Special Children' or the parent advisor for children with ASD. If other voluntary agencies advertise their services, this would be passed on to parents. Similarly, if parents know of a useful organisation, we encourage them to share this with us so that we might be able to share this with other parents it could benefit.

*10.4 What arrangements does the school have for feedback from parents, including compliments and complaints?*

As a school, we are proud of our 'open door' ethos and encourage parents to keep in contact with us regularly, especially if they have any questions or concerns. Parents should initially share any feedback with the class teacher, but if this is not sufficient they can then contact the SENCo or Headteacher to resolve any conflicts or complaints. Further information on our school complaints policy and procedure can be found on our school website: <https://www.basildonprimary.org.uk/policies>

**Admission for students with SEND**

Pupils are allocated to the school following the school's admissions criteria, further information can be found on the school

website: <https://www.basildonprimary.org.uk/admissions>

All students are admitted without due prejudice.