

Badsley Primary School

PROVISION FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITY (SEND)

What are special educational needs (SEN)?

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 them. This means that a child might need extra help with their learning or the teacher might need to make changes to their teaching to support the pupil with difficulties.



We aim to be a highly inclusive school, catering successfully for a wide range of individual pupil needs. This means that we can manage the needs of most children with good teaching and the right classroom resources.

Some children will still need something extra. This can take many forms. Some children need to have some extra group or individual support to help them make progress in their learning. Some children might need extra help with their behaviour. The names of children who need this higher level of support are recorded on the register of Special Educational Needs. This is so that we can make sure that the extra support is having the impact that is needed.

Some children on the SEN register have a diagnosis of some kind, such as Autism Spectrum. However, many children on the register do not have a particular diagnosis. Also, some children who have been given a diagnosis by a doctor don't need to be on the register of special educational needs. It is all about whether we need to make additional and different arrangements for them in school to support their learning or not.

We follow government guidelines about how we manage special educational needs (SEN Code of Practice, 2014) and full details about staff roles and responsibilities are given in the school's SEN Policy.

Some figures for Spring 2019

Number of children on roll in school: 581	Number on SEN register: 141
Number of children with EHC plan: 18 (These are the children with the highest support needs).	

Who sorts out the extra support for children in school?

If you have any concerns about your child's learning, the first person to talk to is their class teacher. The class teacher is able to make changes to their provision and can work with parents to find solutions to difficulties.

There are also teachers in school who specialise in special needs and have overall responsibility for the arrangements made for children with SEN and/or disability (SEND). This role is called "SENCO" (SEN Co-ordinator) and we have a small team of staff carrying out this role in school:

SENCO Team: Mrs Katie Marsh (FS2, Y1, Y2 and Y3)

Mrs Amy Hughes (Y4, Y5 and Y6)

There is also a school governor who oversees the school's performance in supporting children with additional needs:

Lead Governor for SEND: Kerry Wade

Additional Information about staff skills and experience:

Mrs Hughes and Mrs Marsh have both been awarded the National Qualification in SEN Co-ordination.

There are teaching assistants who have been trained to deliver a range of interventions to develop the skills of individuals or pupils within small groups, including:

Fischer Family Trust Wave 3 Literacy Intervention, Reading Rescue, ELS (Early Literacy Support), First Class @ Number, Success @ Arithmetic, Maths Magicians, Talking Partners, Speech Link, Nurture groups.

A range of professional development opportunities have been utilised to ensure TAs are able to deliver bespoke intervention packages tailored to best meet the wide range of needs within a setting.

Some more detail about support available for children who need it

At Badsley Primary School, we look at each child as an individual. The provision that we give to a child does not depend on a particular diagnosis or whether the pupil has an Education Health and Care Plan or not.

We have a skilled and experienced staff team who are able to provide support for a wide range of individual needs.

We aim to provide highly inclusive classroom environments so that many children's needs are catered for through the universal classroom provision. This includes using a visual timetable in all classrooms to help any children who have autism or language needs. Recording devices and other resources that support children with dyslexia or other learning needs are also readily available in classrooms when they would be useful. Quiet work stations are set up in many places throughout school for children who sometimes need a place to work away from the noise and busyness of the main area of the classroom.

Some children have extra support at certain times within the classroom from a teaching assistant to support their learning and/or behaviour in the way that best suits the particular child.

Some children spend some time out of the classroom for individual or group work to address particular needs or areas of difficulty. This includes children working on speech and language programmes, literacy or numeracy support and support for behavioural and emotional needs.

This extra provision is arranged, managed and evaluated by the SENCO team in discussion with class teachers, parents and outside professionals (e.g. speech and language therapists, learning support teacher, educational psychologist) who are giving advice about the provision needed by certain children.

For any further details or discussion, click on the links in the menu or get in touch with Amy Hughes / Katie Marsh:

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