

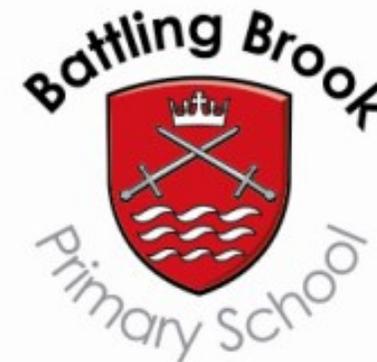


Contribution to the local offer

Our school aligns itself closely with the Local Authority local offer and information about the Leicestershire SEND local offer can be found at www.leicestershire.gov.uk/local-offer

School information

School Name	Batting Brook Primary School
Address	Frederick Avenue, Hinckley, Leicestershire, LE10 0EX
Telephone number	01455 634701
Head Teacher	Mrs Lisa Mathie
Special Educational Needs Co-ordinator	Mrs Lisa Mathie Miss Kim Lees
School email	office@battingbrook.uk
Website	www.bbroad.leics.sch.uk
Age range of pupils	4 - 11 years
Date of last Inspection	3rd October 2018
Outcome of last Inspection	Good
Does the school have a Specialist/ Additional Learning Support Unit?	No
Number of students receiving additional learning support	Total: 119 Number with EHCP: 9 Number with Top-Up Funding: 3 Number at SEN Support: 107



Special Educational Needs and Disabilities (SEND) Information Booklet





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Supporting Pupils with Speech and Language Needs at Battling Brook

Speech, language and communication needs can be widespread and can affect many pupils in many different ways. Importantly, challenges with language are also thought to be a strong predictor of later difficulties with maths and English.

Universal Support

We have a strong emphasis on the importance of 'talk' at all ages; this begins with Big Talk sessions in Reception and Talk for Writing is promoted throughout the school. We promote a range of talk in the classrooms and believe that early intervention with speech and language difficulties is vital. We therefore, screen and support pupils from their first days in the Foundation Stage and use a range of strategies to develop language.

Targeted Support

Mrs Wightman is our specialist Speech and Language Teaching Assistant who works with pupils of all ages across our school. She will work with other staff in supporting any additional needs and works with children in groups and on a 1:1 basis depending on a child's specific need.



Specialist Support

We work closely with the Speech and Language Therapy Service and other agencies who may provide specialist advice for pupils. In doing so we can deliver a consistent approach and ensure that support plans can be followed up in school.

Mrs Wightman liaises closely with our Speech and Language Therapist (SALT) and is trained to deliver the interventions that are agreed in the therapy plans; these may include Colourful Semantics and Language for Thinking.

Supporting Pupils with Hearing or Visual Difficulties at Battling Brook

We are proud at Battling Brook to support individuals in ensuring that they are able to meet their full potential. For pupils who experience difficulties with their vision or hearing this can mean providing anything from minor adaptations within a classroom, to quite bespoke provision arrangements with specialist equipment.

Staff training and awareness

Staff who work directly with pupils who experience such difficulties attend specific training in order to meet the needs of individuals. This training is usually led by Specialist Teachers from the Learning Support Service who often work directly with the child in the school setting and can therefore provide bespoke information in order to best support a pupil.

Pupil Support

Universal Support: Staff are aware that any child, at any point in their school career may experience difficulties with their vision or hearing which may be as a result of a seasonal illnesses for example. Classrooms are, therefore, richly resourced to enhance learning using a variety of senses.

Targeted Support: Where a pupil requires more specific adaptations, these will be included in the Pupil Passport and provided. Teaching Assistants who work in the Phase may be trained to facilitate any bespoke or specific equipment in order to meet an individual's needs.

Specialist Support: We work closely with the Specialist Teachers who provide advice on how to best support our pupils. Depending on the needs of the child, this can be on a couple of occasions a week, weekly, fortnightly or termly.



What is meant by Special Educational Needs and Disabilities (SEND)?



When we talk about Special Educational Needs and Disabilities (SEND) we mean that a child or young person has a difficulty that can make it harder for them to learn, in comparison to other children of a similar age.

These difficulties can be explained in 4 broad categories and at Battling Brook we can support pupils who experience any of these:

- Cognition and Learning Difficulties
- Speech, Language and Communication Difficulties
- Social, Emotional and Mental Health Difficulties
- Physical or Sensory Difficulties

Having a SEND means that a pupil requires extra help in certain areas. For example, some children may struggle with specific areas of learning due to an underlying dyslexic tendency. For some children their behaviour can be affected, for example those with Autism may find socialising or keeping friends can be a challenge.

Other pupils may struggle to understand things or maintain concentration levels due to ADHD. A Special Educational Need can also include pupils with Hearing, Visual and Physical difficulties.

Our aims for pupils with SEND.

Our aim is to be fully inclusive and we actively seek to remove barriers to learning. We believe all children should be able to participate fully in school life regardless of any difficulties they may experience. We aim to provide a broad and balanced curriculum and the highest quality of education. We are ambitious for all our pupils, including those with additional needs. We recognise the importance of the Social and Emotional Development of our pupils and this is central to our provision.

Involving parents, carers and families.

At Battling Brook we work hard to involve parents/carers in their children's learning. We strive to be approachable so that positive relationships are established. We have an 'Open Door Policy' at the start and end of each day providing daily, brief opportunities for communication. In addition, events are planned to inform and involve parents as much as possible regarding school decision making and to provide support, advice and access to services.

Our Pastoral Team are dedicated to communicating and supporting parents/carers and have time allocated in order to fulfil this.

It is our view is that parents and carers are the experts on their child's needs and for that reason encourage them to fully participate in producing profiles for their child and setting outcomes.

How do pupils participate?

Pupils views are frequently sought throughout the school and are an established part of all lessons. We encourage pupils to evaluate themselves as learners and express opinions and make choices. All of our pupils with SEND have Pupil Centred Passports that are produced in conjunction with the pupil and their family and enable them to identify their strengths, areas of weakness, ways of learning best and what support they may need.

Pupil interviews regularly take place across a range of subjects. Year Leaders include children with SEND when they are undertaking pupil interviews so that school can obtain an overview of key pupils' responses.



Pathway to diagnosis

We support families before, during and after identification and diagnosis. It is important to note that should a child present with ADHD tendencies or traits we do not wait for a formal diagnosis before providing suitable adjustments to meet the individual needs of a child.

In moving towards a diagnosis we liaise with our area paediatricians and provide additional information in the form of checklists, reports, access to observations as well as advice around additional tests such as the use of computer based motion and attention tracking tests (Qb).



Supporting Pupils with ADHD at Battling Brook

Attention Deficit Hyperactivity Disorder (ADHD) is a complex condition. It is thought to be connected to difficulties with the neurotransmitters in the brain. It can affect the control of functions such as attention, impulsivity, emotions and memory.

Staff training and awareness

Our school understand that the impact of ADHD on a child can be immense if it is unrecognised or not managed well.

Pupil Support

Universal Support: As part of our school commitment to meeting the needs of individual pupils, staff are mindful that some pupils need reasonable adjustments throughout the day, in order for them to be successful.

Targeted Support: Where a pupil needs more specific adjustments, a Pupil Passport will be devised which will include the ways in which the pupil will be supported. Some pupils respond well to flexible seating options such as wobble cushions which can be provided but other adjustments may include sensory circuits and sensory breaks.

Specialist Support: In addition to the adjustments listed previously, pupils can also access support from our Pastoral Team and ELSA in terms of understanding emotions and helping to develop skills to aid regulation. ADHD solutions can also provide guidance and advice for pupils where necessary.



What is our approach to teaching?

We are a supportive and nurturing school, staffed by a team of dedicated teachers and support staff. We place high emphasis on ensuring Quality First Teaching as standard in all classrooms providing lively, engaging and relevant learning experiences for all pupils. As part of the Graduated Approach process of Assess-Plan-Do-Review, once the individual needs of a child have been ascertained, certain adjustments can be made immediately and swiftly.

All staff, teaching and support staff, receive up to date training regarding each category of Special Need and where intervention groups will be led, staff receive specialist training.

What policies do we have at school?

The school has a policy for Special Educational Needs and Disabilities which explains how we identify pupils with SEND and what procedures we have in place. In addition, the school have adopted the local policy for supporting pupils with medical needs and both of these documents are available in the policy section of the website.

How do we support pupils through transitions?

We understand that transitions can be particularly difficult for pupils with special educational needs and we plan carefully for any internal transfers as well as when pupils leave us for other schools. Depending on the individual child and their needs, we can visit the next provision and/or they can visit us. Careful transition meetings are held and a variety of arrangements can be put into place for example, photo books containing key information.



School Procedures regarding SEND

As a mainstream primary school, Battling Brook uses a range of assessments and tools for identifying SEND as part of our summative and formative assessment policies. In order to ensure accurate provision for all pupils, the Graduated Approach of Assess-Plan-Do-Review is a cycle used as part of standard practice in the Whole School Assessment Process.

Children are monitored and tracked throughout their time at our school which can allow early identification of difficulties, therefore ensuring swift intervention and the access of any specialist help if necessary.

Identification of potential additional needs: This may result from discussions with staff, parents, pupils and/or specialists and a period of monitoring will occur.

SEN Support Stage: This is when support is additional and different from that provided as part of the usual differentiated curriculum. Part of this support may be based on evidence and advice from external specialists, for example an Educational Psychologist.

E.H.C.P. (Education Health Care Plan): If your child has more complex and enduring needs, or remains significantly behind, then a request for 'Statutory Assessment' can be made. If this is agreed, a document is written detailing more specialist provision which cannot be met by simply the school's usual resources, and is likely to involve additional adult support.



Mrs Lucas is our first port of call regarding helping those who require additional support in terms of their SEMH. She will signpost pupils to the right people in school, but can also support parents with outside agencies.

Mrs Bruce is our experienced ELSA and has completed the necessary training with the Educational Psychology Service. She maintains her certification by attending termly supervision sessions. Her training means she can therefore provide support on a range of issues, including bereavement, emotional problems, family break-up and friendship issues.



As part of our recognition of and commitment towards the support of those with SEMH needs, we are proud to have such a highly qualified counsellor as part of our Pastoral Team. **Michele Crooks** works with pupils and, where necessary, their parents/carers on a 1:1 basis at a very bespoke level.



Mrs Wightman and Mrs Lucas lead our Before School Nurture Group.



In addition, **Mrs Mathie, Mrs Lucas and Mrs Bruce** are also **Mental Health First Aiders**



How do we assess and review progress?

Supporting Pupils with Social, Emotional and Mental Health (SEMH) Needs at Battling Brook

We recognise the importance of good mental health and promoting wellbeing in a positive way. We also understand that mental health problems are a growing concern for society as a whole and in school, with at least 3 pupils in each classroom expected to develop some sort of mental health difficulty in the future.

Staff training and awareness

Staff have received training on understanding mental health difficulties and what to look out for. We were part of the local Attachment Awareness Training Project and our SENCo has spoken at the Virtual Schools' Conference on our support package for pupils.

Pupil Support

Universal Support: We are a nurturing school with a caring ethos. Our school aims demonstrate our commitment to developing and supporting the whole child and this includes a child's mental health. Our curriculum deliberately promotes resilience and self-esteem and incorporates specific sessions on all aspects of mental health.

Targeted Support: We are committed to investing in staff training for mental health and wellbeing groups and we have an excellent Pastoral Team. We have an experienced Emotional Literacy Support Assistant (ELSA) who supports pupils in 1:1 and group sessions. We provide nurture groups before school and over lunchtime for those pupils identified as needing that extra bit of support.

Specialist Support: We have professional counsellor who works with those children who may need additional support.

The school holds a termly 'Assessment Period' during which time class teachers collate their formative (ongoing) assessments. During this time they may also choose to complete more formal test type assessments (summative) in order to provide accurate assessment information for each child.

Following this Assessment Period, parents/carers are invited to attend more formal Parent's Evenings in the Autumn and Spring Term and staff are available towards the end of the Summer Term for an additional Parent's Meeting if required. Parents/Carers are invited to attend Pupil Passport review meetings three times a year, however, these may take place during regular Parents' sessions if required.

Measuring effectiveness

We track the progress of all pupils very carefully, including those children with SEND. Teachers attend Pupil Progress Meetings with members of the Senior Leadership Team to discuss individuals and progress. This enables us to see how well pupils are meeting objectives and how well support is in meeting needs.

Weekly monitoring is conducted by relevant leaders, in conjunction with the Head Teacher and Assistant Head Teachers, which may comprise of book sampling, learning walks, pupil interviews and lesson observations.



How do we help pupils with additional needs?

Our aim is to be fully inclusive and we actively seek to remove barriers to learning. We believe all children should be able to participate fully in school life regardless of any difficulties they may experience. This means that equality of opportunity must be a reality for our children, including those with Special Educational Needs and Disabilities (SEND).

Teachers differentiate and group children flexibly to allow children to achieve in the areas that they are able to and staff follow up any difficulties with pre or post teaching sessions and additional groups may be facilitated by a Teaching Assistant.

Additional support, equipment and facilities available

If your child is on the SEND register they will have additional and different provision or intervention to help meet their needs. All schools have a notional SEND budget to help meet this additional provision. This may include small group work or 1:1 sessions; this all depends on the individual needs of your child.

We also look at things which may be barriers to learning and look at providing resources to alleviate/minimise those such as fiddle toys, coloured overlays and paper, writing wedge or wobble cushion to name but a few. Some children require flexibility with regards to the curriculum and timetables and such provision can also be accommodated.

Pathway to diagnosis

- Pupils are monitored as part of our school on-going tracking system, from the Foundation Stage.
- Where a child appears to have difficulties acquiring the appropriate reading and spelling skills, we monitor and track against the Dyslexia Continuum.
- Pupils may then be screened by Mrs Radford who can identify pupils at risk of dyslexia and give an early indication of specific strengths and weaknesses which can provide vital information for staff in class.
- Depending on the results of the tracking and Mrs Radford's screening, pupils may then complete a series of diagnostic tests with the school SENCO.
- Following these in-school tests, if deemed necessary, pupils may then be referred to a Specialist Teacher, as part of the Pathway to diagnosis. At this point they will complete further specialist tests in order to form a whole picture of the child, which may result in a diagnosis.



Supporting Pupils with Dyslexia at Battling Brook

Dyslexia is a learning difference that affects about 10% of the population, some more severely than others. Dyslexia affects the skills needed to learn to read with fluency and accuracy, and spell accurately. It affects working memory and how information is processed.

Staff training and awareness

- All teaching staff have been trained in 'dyslexia aware' teaching practices and in providing dyslexia friendly classrooms.
- Our Teaching Assistants who deliver intervention programmes have received specific training from the required specialists, prior to leading these sessions.

Pupil Support

Universal Support: The Phonics Programme we use provides an excellent platform for pupils to develop their reading and spelling skills. Our classrooms promote dyslexia friendly teaching approaches including multi-sensory opportunities.

Targeted Support: Where appropriate, we offer 1:1 and small group interventions for pupils who present with reading and spelling difficulties. We can also provide coloured overlays and writing materials if this helps a child in their work.

Specialist Support: We can deliver a wide range of dyslexia friendly and catch up schemes for pupils with dyslexia. These programmes can be generic interventions or can be bespoke to individuals following the advice of specialists at the point of diagnosis.



Who else may be involved in my child's education?

Decisions with regard to the type and how much support a child will receive are made through consultation with a range of individuals, including parents/carers, and potentially external advice may also be sought if appropriate. These professionals may include: Educational Psychologists, School Nurses, Paediatricians, Autism Outreach Team, Specialist Teaching Service, Speech and Language Therapists and Outreach Teams from Dorothy Goodman Area Special School and Oakfield Short Stay School .

Ensuring Equal Access

In aiming to achieve genuine equality, pupils with SEND are fully represented in all areas of school life. This includes ensuring inclusion in awards, assemblies/productions and as representatives on school councils or other pupil bodies. Our reward system of Team Points rewards attitudes and character traits allowing all children to feel a sense of achievement.

Pupils are actively encouraged to participate in extra-curricular activities including sports and music sessions to widen their experiences.

We have an accessibility plan that details aims and commitments to making adjustments where necessary, to ensure all pupils, regardless of ability, can access as much as possible.

Supporting Pupils with Autism at Battling Brook

Autism is a lifelong condition which affects the way a person communicates and relates to people and the world around them. Autism is a spectrum condition, which means that it affects different people in different ways.

Staff training and awareness

- All school staff have received Autism Awareness training 'Making Sense of Autism' from the Autism Education Trust. (A.E.T.)
- Further members of staff have received additional A.E.T. training in Good Autism Practice.
- The school SENCO is trained in Leading Good Autism Practice and has a more in depth understanding of Autism and how to lead on this area in school.

Pupil Support

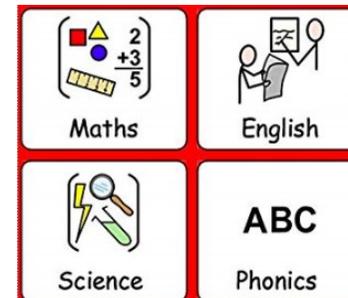
Universal Support: As a result of the training detailed above, our classrooms are autistic aware and include daily adaptations such as visual timetables, clear routines and structures.

Targeted Support: It is our aim to treat each child as an individual and through conversations with everyone involved with the pupil, specific adjustments can be made/provided which may include sensory breaks and social interaction groups, to name but a few.

Specialist Support: We work closely with the Autism Outreach Service and our Link Adviser is Ali Levy. We access support from the service when a specific need is identified and work co-operatively to provide the suggested support.



Pathway to diagnosis



We support families before, through and after identification and diagnosis. At present, for a diagnosis to be made, two professionals need to be in agreement; this tends to require an Educational Psychologist and a Paediatrician.

It is important to note that should a child present with autistic tendencies or traits we do not wait for a formal diagnosis to be made before providing suitable adjustments to meet the individual needs of a child.

