

## Battle Hill Primary School

### SEND Information Report - September 2024

Our aim at Battle Hill Primary School is that our curriculum provides all pupils with opportunities to reach their full potential and develop the life-long skills needed to make positive contributions to their community and wider society. We aim to provide the best possible education for every child within a warm and caring ethos so that no door of opportunity remains closed. We believe that all children are entitled to a broad and balanced curriculum and that teaching and learning should be adapted to meet their individual needs so that they can thrive developmentally, academically and emotionally. We make provisions for children with the following needs:

- Communication and Interaction, including Speech and Language and ASD
- Cognition and Learning, including moderate learning difficulties, severe learning difficulties, dyslexia, dyspraxia and dyscalculia
- Social, Emotional and Mental Health, including ADHD, ADD and Anxiety Disorder
- Sensory or Physical, including physical disability, hearing and visual impairment

Children's needs will be assessed on an individual basis and adequate support will be offered to enable access to the curriculum on offer as well as extra-curricular activities.

#### **Our SEND team**

- SENDCo, Thrive Practitioner and Senior Mental Health Lead - Miss Laura Watts
- SEND Governor - Mr Kris Hartridge
- Mental Health First Aider - Mrs Lisa Shearer
- Thrive Practitioner - Audrey Coates

#### **How we Identify SEND**

We know that 1 in 5 children will need some additional support at some point in their school career and we regularly monitor the children's academic and emotional development and aim to provide support where needed in a timely way. Sometimes this will include liaising with professionals from other agencies for further advice and assessment. Children with SEND can be identified by:

- Class teachers/TAs raising concerns regarding the academic progress, wellbeing or behaviour of a child
- Parents observing and raising concerns around their child's academic progress, wellbeing or behaviour

We will inform parents/carers about concerns. This may take the form of:

- Informal chat with class teacher
- Meeting with the SENDCo and/or class teacher
- Phone calls

### **Parent/Carer Role**

We value support and input from parents/carers and recognise the benefit of involving them in their child's education. We therefore welcome discussions with parents/carers and always endeavour to respond to concerns raised by them.

### **Current Numbers of SEND children in Battle Hill Primary School by need**

We currently have 88 pupils on the SEND register from N Nursery to Year 6; 11 of whom have an EHCP.

| Primary Need                        | No. of pupils |
|-------------------------------------|---------------|
| Communication and Language          | 44            |
| Cognition and Learning              | 15            |
| Social, Emotional and Mental Health | 25            |
| Sensory and/or Physical             | 4             |

### **Priorities for 2024-2025**

We have seen a stark increase in the number of children presenting with SEMH needs. We have been making increasing numbers of CAMHs referrals. Therefore, we plan to continue to develop training and awareness of SEMH needs represented within the school.

With a huge increase in the number of children with EHCPs, we are exploring different ways to work to ensure children get the support that they are entitled to, but are fully included in life at Battle Hill Primary School.

We are increasing parental engagement and empowering parents by holding regular coffee mornings as well as bring external professionals in to speak to parents.

We are working with outside agencies to write even more effective targets to plan smaller steps of progress for children with SEND.

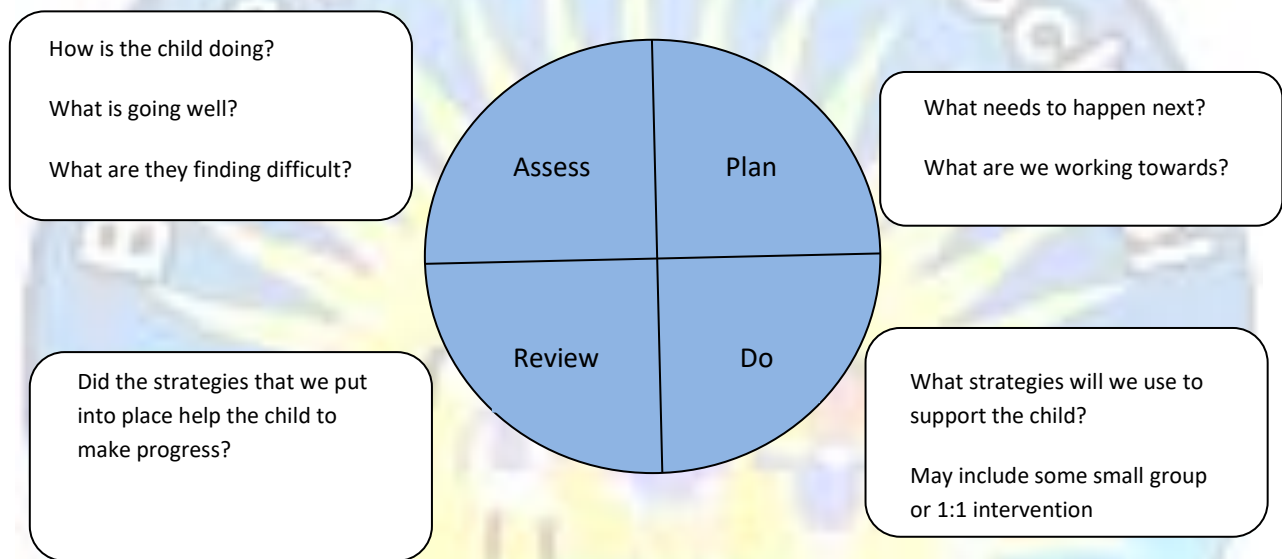
We are embedding the use of Provision Map across the school through staff CPD and individual support where needed.

We are looking to work with children who have received diagnoses to help them understand themselves better.

Having seen an increase in the number of children having sensory needs, we have created a sensory room and have delivered staff training about possible reasonable classroom adjustments. We have also introduced daily sensory circuits for children who will benefit from this.

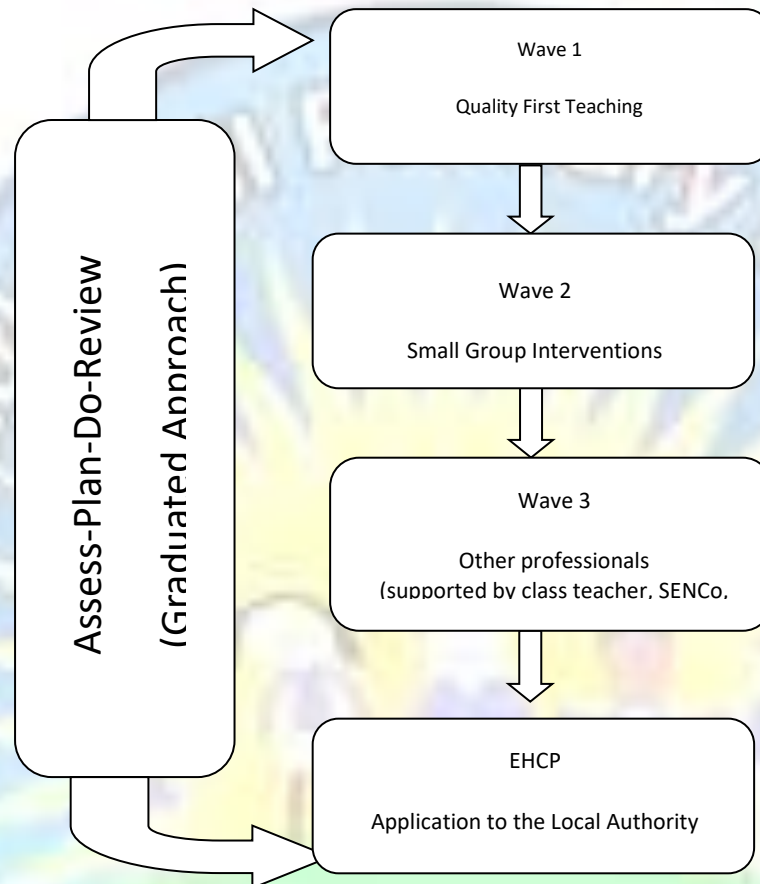
### Assessing and Monitoring SEND needs in school

Once we have identified an additional need, we will respond using the Graduated Approach. The diagram below sets out this cycle.



As part of this process, the child will have a SEND Support Plan which is created by the class teacher in consultation with the SENDCo. This will set out individual targets for the child, along with a plan to help the child meet these targets. These plans will be reviewed at least twice yearly by the class teacher. Sometimes, the SENDCo will be involved in the review and sometimes it is appropriate to seek views of other professionals who may be supporting the child.

If the child continues to have barriers to learning despite having this plan in place and seeking support and advice from other professionals, we may consider applying for an Education Health Care Plan. At this point, the level of support and intervention that the child receives will increase, as shown in the diagram below:



### **People who will Support children with SEND**

Staff, agencies and teams who may be involved in supporting you and your child may include:

- Class teacher
- Teaching Assistants
- Learning Mentor (Audrey Coates)
- SENDCO (Laura Watts)
- Senior Lead for Mental Health (Laura Watts)
- Mental Health First Aider (Lisa Shearer)
- Teaching Assistant/SEND pre school years (Lesley Madgin)
- Visually Impaired Team

- Hearing Impaired Team
- Speech and Language Team
- Language and Communication Team
- Dyslexia/Dyscalculia Team
- School nurse
- Education Psychology Service
- Occupational Therapist
- Silverdale Outreach Team
- CAMHs
- Early Help Assessment Team

### **Staff Training**

Staff have completed and will continue to receive ongoing training in SEND. The SENDCO remains responsible for ensuring that all staff have relevant training to enable them to best meet the needs of the children they are supporting. Training staff have received includes:

- Dyslexia training
- Thrive
- Makaton
- Early Talk Boost and Talk Boost
- Attachment training
- ELKLAN
- First Aid
- Theory of Mind
- De-escalation training
- ASD training
- Mental Health Awareness and Mental Health First Aid training
- Read Write Inc Training
- Autism training
- Trauma training
- Provision Map
- Sensory training
- Launchpad for Literacy training

### **Admission Arrangements**

The school will follow the Local Authority's procedures on admission for all children, regardless of their SEND needs.

### **Transition Arrangements**

Where a child moves to us from another school or Local Authority, the school will be provided with information from their previous setting. Recommended advice and strategies that have been in place previously will be followed wherever possible. If an EHCP is in place, the school will receive a copy of this and follow recommendations and targets set within this document if our school has been deemed appropriate for them. The Local Authority remains responsible for ensuring that the EHCP is adopted where a child has moved into the area and any changes that are needed will be updated as part of the annual review process.

When a child transitions from Battle Hill to a new setting, the SENDCO is responsible for passing on all relevant information and liaising with the SENDCO within the new setting to enable them to support the child and continue to follow recommendations.

### **Supporting Families**

The school works in partnership with families to help them support their children's learning outside of school. Families are also signposted to North Tyneside's Local Offer for SEND. This website provides information and signposts to a range of organisations available within North Tyneside who may be able to provide advice and support.

<https://my.northtyneside.gov.uk/category/1243/local-offer-special-educational-needs-and-disabilities-send>

If you would like any further information about what we offer at Battle Hill Primary School, please contact the SENDCO, Laura Watts on 0191 6071149

### **Complaints**

If you have any concerns about your child's special educational needs or disability, their progress or the support you receive, we would ask that you to come into school and discuss matters further with your child's class teacher and / or the SENDCO. The school has a complaints procedure in place, although we would always hope to resolve any issues in partnership with parents.

Parents can also contact SENDIASS, a Service for impartial information, advice and support in relation to their child's special educational need and / or disability on 0191 6438313 / 0191 6438317 or [sendiass@northtynesdie.gov.uk](mailto:sendiass@northtynesdie.gov.uk)

School entitlement offer to pupils with special educational needs or disabilities

|  | Support available within school   |
|--|---|
| <p>Communication and Interaction needs:</p> <p>eg</p> <ul style="list-style-type: none"> <li>• Autistic Spectrum Disorders</li> <li>• Speech, Language and Communication Needs</li> <li>• Social communication difficulties</li> </ul> | <ul style="list-style-type: none"> <li>• Visual timetables and prompts</li> <li>• Areas of low distraction</li> <li>• Support/supervision at unstructured times of the day</li> <li>• Social skills programme/support including strategies to enhance self esteem</li> <li>• Small group and 1:1 work to improve skills</li> <li>• ICT is used to support learning where appropriate</li> <li>• Strategies/programmes to support speech and language development</li> <li>• Strategies to reduce anxiety/promote emotional wellbeing</li> <li>• Where appropriate we will use support and advice from other professionals to meet the needs of pupils</li> <li>• Planning, assessment and review support</li> <li>• Work with pupils, parents, carers and staff to develop and review plans based on the needs of the pupil</li> <li>• Teaching resources are routinely evaluated to ensure they are accessible to all pupils</li> <li>• Differentiated curriculum and resources</li> <li>• Early Talk Boost programme</li> <li>• Talk Boost programme</li> <li>• Black Sheep Narrative programme</li> <li>• Thrive intervention</li> <li>• Nurture/check in from trusted adults in school</li> <li>• Safe space (if required)</li> </ul> |
| <p>Cognition and Learning Needs:</p> <p>eg</p> <ul style="list-style-type: none"> <li>• Moderate learning difficulties</li> </ul>  | <ul style="list-style-type: none"> <li>• Strategies to promote/develop literacy and numeracy within the classroom</li> <li>• Provision to support access to the curriculum and to develop independent learning</li> <li>• Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas</li> <li>• ICT is used to reduce barriers to learning where possible</li> <li>• Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to</li> <li>• Planning, assessment and review</li> <li>• Access to teaching and learning for pupils with special educational needs is monitored through the school's self evaluation process and regular pupil progress meetings with class teachers</li> <li>• Teaching resources are routinely evaluated to ensure they are accessible to all pupils</li> <li>• Work with pupils, parents, carers and staff to develop and review plans based on the need of the pupil</li> <li>• Differentiated curriculum and resources</li> <li>• Increased classroom support where appropriate</li> </ul>  |

|  |   |
|--|---|
| <p>Social, Emotional and Mental Health</p> <p>eg</p> <ul style="list-style-type: none"> <li>• Behavioural needs</li> <li>• Social need</li> <li>• Mental Health needs</li> <li>• Emotional Health and Wellbeing</li> </ul> | <ul style="list-style-type: none"> <li>• The school ethos values all pupils</li> <li>• Behaviour management systems encourage pupils to make positive decisions about behavioural choices</li> <li>• The school's behaviour policy identifies where reasonable changes can be made to minimise the need for exclusions</li> <li>• Risk assessments are used and action is taken to increase the safety and inclusion of all pupils in all activities</li> <li>• The school provides pastoral care for all pupils</li> <li>• Support and advice is sought from outside agencies to support pupils, where appropriate</li> <li>• Small group programmes are used to improve social skills and help individuals deal effectively with stressful situations</li> <li>• Outdoor learning is used to offer a different approach to the curriculum</li> <li>• Our Learning Mentor is available at lunch and break times to support pupils</li> <li>• Access to split lunchtime</li> <li>• Access to lunchtime colouring club</li> <li>• Information and support is available within school for behavioural, emotional and social needs</li> <li>• Access to Thrive intervention in small groups or on a 1:1 basis</li> <li>• Access for parents/carers to a Family Thrive course, led by Laura Watts</li> <li>• Access to sensory room</li> <li>• Safe spaces identified for children who need them</li> </ul> |
| <p>Sensory and Physical needs</p> <p>Eg</p> <ul style="list-style-type: none"> <li>• Hearing/Visual Impairment</li> <li>• Multi-sensory impairment</li> <li>• Physical and Medical needs</li> </ul>                        | <ul style="list-style-type: none"> <li>• Support and advice is sought from outside agencies to support pupils, where appropriate</li> <li>• ICT is used to increase access to the curriculum</li> <li>• Support to access the curriculum and develop independent learning</li> <li>• Advice and guidance is sought and acted upon to meet the needs of pupils who have significant medical needs</li> <li>• Access to medical interventions</li> <li>• Access to programmes to support Occupational Therapy/Physiotherapy</li> <li>• Support with pastoral care if and when needed</li> <li>• Staff receive training to ensure they understand the impact of a sensory need upon teaching and learning</li> <li>• Staff understand and apply the medicine administration policy</li> <li>• The SENDCO completes any necessary training in order to offer advice and guidance to staff about the needs of pupils</li> <li>• All entrances to the school have ramps fitted to allow wheelchair access</li> <li>• The school has disabled toilets/facilities</li> <li>• Range of sensory equipment to be available in classrooms</li> <li>• Sensory circuits</li> <li>• Access to sensory room</li> </ul>  |