

# John Emmerson Batty

## Primary School



### Special Education Needs and Disability

#### Information Report

Date of report:	November 2021
Date approved by Local School Board (LSB)	17 <sup>th</sup> Nov. 2021
Review Date:	17 <sup>th</sup> Nov. 2022
Signed on behalf of the LSB	

## 1.0 Context

John E. Batty Primary School is a slightly smaller than average primary school. The proportion of pupils who have special educational needs and/or disabilities (12.4%) is broadly in line with the national average (Latest IDSR) . Children that are disadvantaged or have SEND have been recognised by Ofsted as making good progress:

*“.....disadvantaged pupils made more progress than other pupils in the school and the few pupils who have special educational needs and/or disabilities made good progress. As a result, gaps in attainment between different groups of pupils are narrowing.” (Ofsted Oct 2017)*

At John E. Batty Primary School our values reflect our commitment to a school where there are high expectations of everyone. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued working in partnership with parents and carers. . We work hard to ensure there are no ‘invisible’ children in our friendly school community, recognising and celebrating everyone’s uniqueness and success. Everyone in our school is important and included and our children tell us they feel safe and happy in school. We provide high quality learning opportunities so that each child achieves all that they are able to. We recognise learning in all its forms and are committed to nurturing lifelong learners through improving the children's confidence and self-esteem.

## 2.0 Key Staff

- Head Teacher: Mr Martin Kitchen
- Deputy Head Teacher: Mrs Julie Norris
- SENCO: Mrs Jayne Hogg

## 3.0 Guidance following in creating this document:

- SEND Code of Practice 0-25 Years Section 6
- Special Educational Needs and Disability Regulations 2014, regulation 51 Schedule 1.
- Section 69 of the Children and Families Act 2014 and reference to the Accessibility Plan, which complies with paragraph 3 of Schedule 10 to the Equality Act 2010.

## 4.0 Identification of needs

### **How does the school identify children with special educational needs and /or disability?**

- Liaison with previous school or pre-school setting.
- Concerns raised by the teacher: for example changes in behaviour or issues around self-esteem that are becoming a barrier to a child’s learning and having a negative impact on wellbeing.
- Concerns raised by a parent/carer.
- The identification of the individual needs of children is completed when monitoring the progress and development of all pupils.
- Where pupils are falling behind or making inadequate progress given their age and starting point, they are given extra support. At this early stage, teachers may suspect that a pupil has Special Educational Needs and/or Disabilities (SEND).

- Evidence is gathered in a variety of ways. Nursery staff, when carrying out home visits, are able to assess children informally and begin to implement a programme of support if needed. The Early Years Foundation Stage (EYFS) staff also carry out assessments to identify where children are compared to age expectations.
- If it is thought that children are making inadequate progress in any of the four areas of SEND: Communication and Interaction, Cognition and Learning, Social, Mental, Emotional Health or that they have Sensory and/or Physical and Medical needs, teachers speak to the SENDCO to relay their concerns. The SENDCO then investigates this further.
- Liaison with external agencies such as speech and language therapy service, or occupational therapist for example, parent/carer permission is always sought before an outside professional is invited into school to work with a child.
- The benefits of early identification are widely recognised, identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.

### How do we involve parents in planning for those needs?

- We work in partnership with parents. If parents/carers have any concerns regarding their child's progress or well-being initially, they are invited to talk to the class teacher.
- The SENDCO, Mrs Jayne Hogg can also be contacted with any concerns by phone or by face-to-face appointment if preferred.
- If, despite quality-first teaching, concerns remain over the child's current rates of progress, the SENDCO will be consulted and a decision will be made between the class teacher, SENDCO and parent/carer as to the type and level of intervention required.
- Parental consent to register children on the SEND register is sought at the earliest possible stage.
- An Individual Support Plan is then drawn up detailing the extra support that the child will receive and the impact school expects this support to have on that child. This is shared and agreed with the parents/carers and pupils. Staff have regular meetings with parents to discuss interventions and progress. This is done formally during Structured Conversation meetings where the plans are reviewed.
- This is also done informally through face to face meetings or phone calls
- Parents'/carers' comments and suggestions are always taken into account.
- If required, the SENDCO will liaise with external professionals for further advice and specialist assessment. This is always discussed with the parents and agreed upon. The special educational needs of the great majority of children should be met effectively within mainstream settings.
- In a very small number of cases, the Local Authority will need to make an Education Health Care Assessment and then consider whether or not to issue an Education Health and Care Plan (EHCP).

## **5. Support**

### **Who in the school will support my child and how will this be monitored and evaluated?**

The first principle of the New Code of Practice is that all teaching staff have a responsibility to deliver quality first teaching using the graduated approach. This means that, if and when, teaching assistants are being used to support a specific need, the class teacher remains ultimately responsible for planning the work and monitoring the effectiveness of the intervention.

- The impact of interventions are monitored and provision adjusted according to need. This is completed by the class teacher in consultation with the Key Stage Leader and SENDCo.
- Lessons are observed and books scrutinised by the Head Teacher, Senior Leadership Team and other staff to ensure that effective practice for all children is being delivered by all staff.
- The Headteacher and Senior Leadership Team oversee the progress of all children including those identified as having a special educational needs and/or disabilities.
- The Headteacher ensures the SENDCo and class teacher are meeting the needs of those children with SEND. The Local School Board is updated on matters relating to SEND and changes in legislation in regard to SEND.

### **How are the decisions made about the type and amount of provision a young person will need?**

- Where it is determined that a child does have Special Educational Needs, parents will be consulted, advised and a joint decision will be made to add the child to the SEND register.
- The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put into place and so remove any barriers to learning. This support consists of a four part process: Assess, Plan, Do, Review.
- When identified as having SEND, strategies to support these children are compiled into a Individual Support Plan. This plan sets out short term, achievable targets for that child, the teaching strategies employed and if and how any extra support is going to be deployed.
- The ISP is devised and shared with the parents/carers and reviewed termly. Working in partnership with our parents is of utmost importance to school.
- Individual assessments of each child are carried out at John E. Batty Primary School at the earliest opportunity to make an accurate assessment of individual needs. Making provision and reviewing how effective it is in securing progress, can itself be part of the effective assessment of need, informing the next steps in the graduated approach.
- Interventions are judged for their effectiveness for the individual and provide further information about the precise nature of the needs. Any necessary additional or different provision identified by review is provided in a prompt manner. Young people, children and their parents are an essential part of this process.
- As deemed necessary, outside agencies may be involved with observing/assessing a child. This is discussed and agreed upon by the parent prior to involvement and coordinated by the SENDCo.
- The professional involved (be it a specialist in education, health or social care) then compiles a report which is sent both to home and school. School then has a duty of care to implement any recommendations that have been suggested. Examples of such recommendations range from purchasing specific equipment such as pencil grips and sloping boards, implementing behaviour strategies unique to that particular child and - if necessary - the child pursuing some of their education at other educational institutes for short periods of time.

- Progress is tracked within school and the progress of children on the SEND register is monitored closely to ensure that they are making their own small steps of progression.

## 6.0 Curriculum

### How will the curriculum be matched to the needs of the young person?

Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and in society.
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.
- The school curriculum comprises all learning and other experiences that each school plans for its pupils. The national curriculum forms one part of the school curriculum.
- School uses its best endeavours to ensure provision is made for young people who need something additional or different to what is provided for the majority.
- It is the responsibility of all teachers at John E. Batty to use different styles and strategies to ensure lessons and homework are accessible for all children.
- Children are taught in different groupings according to age, subject or support required, which ensure all needs are met. Teaching assistants are part of lessons and work with all children regardless of need.
- John E. Batty prides itself on ensuring varied levels of differentiation within the curriculum to cater for all needs across a range.
- If appropriate during lessons and assessments, laptops are provided, extra time is allowed and scribes are used to support pupils with specific needs.
- John E. Batty nurtures the whole child and ensures that the child's physical and emotional needs and well-being is also catered for.
- At John E. Batty we provide therapeutic support, for those who require it, through referrals to outside agencies for specialist emotional support as required.
- The school acts to support families in making contact and signposting other agencies that can provide appropriate support.
- At John E. Batty, working in partnership with our parents is a fundamental part of our family school.

## 7. Accessibility

### How accessible is the school environment?

John E. Batty Primary School is an old building (1930) with a significant extension **built in 2000**.

- The building is accessible to children with physical disability apart from two small rooms on the second level which are only accessible by narrow stairs.
- We ensure that equipment used is accessible to all children regardless of their needs.
- Extra-curricular activities are accessible for children with SEND
- Disabled toilet facilities are available in the building.
- Any equipment is accessible to all children.

## 8. Parental Involvement

## How will both the school and the parent know how the young person is doing and how will the school support the young person's learning?

- At John E. Batty, working in partnership with parents is a fundamental part of our ethos.
- We provide two reports a year and parent consultation events where child's progress and attainment is discussed. We also hold termly drop in sessions. Staff are on the school playground both before and after school. Appointments can be made to speak to the class teacher.
- At the beginning of each academic year, Welcome Meetings with parents, carers and children are held. School has an open-door policy and the Head Teacher, Martin Kitchen, always makes himself available to parents / carers either face to face or remotely. These meetings cover the areas of learning and national curriculum expectations and detail expected standards. Curriculum Grids are also sent home explaining the areas of learning for that term.
- Drop in parent /carer sessions and workshops (e.g. reading, phonics, and e-safety) are delivered by staff, to support with home learning.
- John E. Batty Primary School has a homework policy which enables parents to see and support their child's learning.
- In Foundation Stage we invite all parents and carers to stay for the first 10 minutes to complete learning task with their children. In this way parents and carers get a good understanding of school expectations and positive home school relationships are developed. **This practice has been not used during the COVID19 pandemic.**
- Some children may have a specific book in which home and school communication can be relayed should this be necessary.
- Where remote / blended learning is required, all children have their own email and TEAMS account which allows easy communication between home and the class teacher.
- If you have further concerns, the SENDCO is always available to meet with you and discuss any concerns or worries.

## 9 Overall Well Being

### What support will there be for the young person's well-being?

- John E. Batty Primary School is an inclusive school which welcomes and celebrates diversity and promotes British Values.
- The ethos of the school and the excellent relationships between staff, pupils and parents/carers ensures that every child's wellbeing is at the forefront of every decision made by the staff.
- Children are regularly encouraged to share their thoughts and feelings in class and assemblies.
- Every class teacher is responsible for making provision for the social and emotional needs of the children in their class.
- School is proud to have been credited with Enhanced Healthy Schools Award.
- Pupil voice is a high priority at John E. Batty. School Council meets to discuss any ideas/concerns that children have, with representatives feeding back to classes. School Council is led by the Head Teacher – Martin Kitchen.
- We have strong links with the school nurse and other agencies that can offer therapeutic support.

- Attendance is monitored closely with phone calls home made home to ensure children are safe. We work closely with our EWO and have a dedicated person to manage this aspect.
- Where behaviour is an issue, the school makes every attempt to avoid exclusions and involves various agencies to support a child with behavioural difficulties. Where necessary the school also works closely with Redcar and Cleveland Pupil Inclusion Officer as necessary.
- The school acts to support families in making contact with other agencies who can provide a range of support.
- The school has a policy regarding administration and management of medicines. A designated member of the team has responsibility for overseeing the administration and management of medicines.
- All support staff hold first aid qualifications; these are updated regularly.
- Specific staff members have also recently received training regarding medical conditions appropriate to the pupils within the school.

## 10. Specialist Services

### **What specialist services and expertise are available at or are accessed by the school?**

- All staff at John E. Batty Primary School are trained in all aspects of safeguarding and child protection.
- The environment is designed to support children with individual needs e.g. visual timetables, individual work areas etc. as appropriate.
- We have some staff trained in the use of basic sign language.

As a school we work closely with various external agencies to support individual children's needs. These include:

- Speech and Language therapists
- Occupational Therapy Service
- Physiotherapists
- The Specialist Teaching Service (Learning, Behaviour and Autistic Spectrum)
- Educational Psychologists
- Children and Adolescent Mental Health Service (CAMHS)
- The LINK (Therapeutic support)
- Emerging from Violence and Abuse (EVA)
- Early Help Team
- Attendance and Welfare Service
- Social Care
- School Nursing Service
- LA Resource and Support Panel
- Early Bird Courses (autism support)

## 11. Staff Training

### **What training are the staff supporting children and young people with SEND had or are having?**

- The Head teacher and SENDCo are trained in SEND issues.
- The SENDCo has attained the National Award for Special Educational Needs Coordination (NASENCO).
- All staff are trained in Safeguarding/Child Protection procedures and Practices.
- All staff have received training on principles of The New Code of Practice. The four key areas of need and an introduction to the LA SEND ranges.
- Staff have received Achievement for All Structured Conversation Training.
- Specific staff have been trained in supporting children with Autism, Asthma Diabetes, Epilepsy, use of a stoma pouch and use of Epi-pens.
- Some members of staff have attended the Team Teach training to support pupils experiencing a crisis.
- The SENDCo disseminates to all staff SEND updates regarding local and national issues.
- SENDCo has attended LA (Local Authority) training on current SEND issues
- The SENDCo attends LA led Central Cluster meetings and Galileo Trust SENCO network meetings.

## 12. Activities Outside of School

### **How will the young person be included in activities outside of the classroom including school trips?**

- All extra-curricular activities are discussed as necessary with parents/carers to ensure an inclusive ethos.
- All school trips are risk assessed and this includes looking at the activities against the needs of the children
- All children are included in school trips. Reasonable modifications will be made as necessary in consultation with parents and carers. In some circumstances, with mutual agreement, Parents/carers are invited along to support their child if they wish to do so.
- When risk assessments raise a concern for a child's safety or wellbeing, parents will be consulted and an agreed way forward will be planned to ensure the child is included.

## 10. Transition

### **How will the school prepare and support the young person in joining the school and how will it support the transition to the next stage of education?**

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is joining our school at the normal intake time:
  - We will arrange home visits and or welcome meetings so that you can discuss your child's needs give the children time to get to know the staff.
  - Where your child has specific needs, the teaching staff will liaise with the SENCO to identify what support they will need during transitioning in to school.

- If your child is joining our school in the middle of an academic year then:
  - You and your child will be invited to meet with the Head Teacher. During this meeting you can discuss your child's needs.
  - Following the meeting with the Head Teacher, if specific needs have been identified, these will be discussed with the SENCO and further support requirements identified and implemented as appropriate in consultation with yourself.
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- If your child is moving to another school:
  - We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
  - We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school:
  - Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All structured conversations will be shared with the new teacher.
  - If your child would be helped by a book to support them understand moving on then it will be made for them.
  - Pupil Progress meetings ensure that all information is passed on to relevant adults.
- In Year 6:
  - The Y6 teaching team and SENDCO if necessary will discuss the specific needs of your child with the SENDCO of their secondary school
  - Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
  - Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

## 11. SEND Resources

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

- The school budget, received from the ESFA, includes money for supporting children with SEND.
- The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the Local School Board, on the basis of needs in the school.
- The Head Teacher, Senior Team (Including SENDCO) discuss all the information they have about SEND in the school, including:
  - the children getting extra support already
  - the children needing extra support
  - the children who have been identified as not making as much progress as would be expected

And decide what resources and support is needed.

- Where additional funding is secured for individual children through the allocation of funds by the LA SEN Resource Panel, this is used directly to support the individual child in question. For example this may be to provide enhanced staffing ratios to enable the child in question to receive greater adult intervention.
- All resources and support are reviewed regularly and changes made as needed.

## 12. Further Information

- Our contact details are as follows:  
Headteacher: Martin Kitchen  
John E. Batty Primary School,  
Walnut Grove,  
Redcar  
TS10 3PG
- School office – Tel: 01642 484318
- Parents and carers can discuss any concerns relating to SEND with the SENCO, Mrs Jayne Hogg via the office contact details above.
- SEND Support Services Redcar and Cleveland – 01642 304561
- SEND Local Offer  
People's Information Network Redcar and Cleveland  
<http://www.peoplesinfont.net.org.uk/kb5/redcar/directory/localoffer.page>