



Batley Parish CE (VA) Junior, Infant and Nursery School  
**SEND School Report**

March 2021

Signed ..... Headteacher

Date .....

Signed ..... Chair of Governors

Date .....

Review Date; March 2022

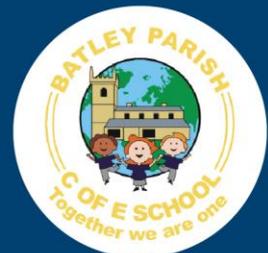
# Together, we are one!

"We are far more united and have far more  
in common than that which divides us"

Jo Cox



Batley Parish is a caring family which enables every individual to flourish in our inclusive community. We learn to love and love to learn in a trusting environment. We respect, forgive and love one another. Working together, Batley Parish enables us to have hope for a brighter tomorrow.



## **Batley Parish School SEND School Offer**

At Batley Parish (CE) J, I & N School, we believe that all children are individuals and are entitled to high expectations, provided by a broad and balanced curriculum. We aim for all pupils to be able to fulfill their maximum potential. We recognise that special educational needs and/or disability (SEND) often arises from interaction between children, their environment, their culture and their school. We aim to minimise learning difficulties by offering quality provision, provided by the use of a relevant and differentiated curriculum, in a secure and encouraging environment that promotes physical, mental and emotional health and well-being. We work hard to build good relationships with the parents and carers of all children, as well as with the other professionals who may be helping us. In this way, we believe that we can support all children to achieve their full potential.

Our school currently provides additional and/or different provision for a range of needs, including:  
Communication and interaction, i.e. autistic spectrum disorder (ASD), DLD, speech and language difficulties  
Cognition and learning, i.e. dyslexia, developmental co-ordination disorder (DCD – also known as dyspraxia)  
Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)  
Sensory and/or physical needs, for example, hereditary conditions, processing difficulties, epilepsy  
Moderate/severe/profound and multiple learning difficulties

### **How do I know if my child has special educational or needs or disability?**

There are four broad areas of need, which are outlined below. Your child may have needs in one or more areas. The guidance is used to help identify the most suitable provision for each individual child's needs.

#### **Communication and interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them, or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication, at different times of their lives.

Children and young people with Autistic Spectrum Conditions, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

#### **Cognition and learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD) and severe learning difficulties (SLD). This is where children are likely to need support in all areas of the curriculum and will experience associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD). This is where children are likely to have severe and complex learning difficulties, as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

#### **Social, emotional and mental health difficulties**

Children and young people may experience a wide range of social and emotional difficulties, which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools.

#### **Sensory and/or physical needs**

Some children and young people require special educational provision because they have a disability, which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI), will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support, and equipment to access all the opportunities available to their peers.

### **How does Batley Parish (CE) J, I & N School know if my child needs extra help?**

At Batley Parish (CE) J, I, & N School, children are identified as having special educational needs (SEN) through a variety of ways. We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### **What should I do if I am worried about my child's needs? Who can I talk to in school about my child's difficulties with learning/special educational needs or disability (SEND)?**

Talk to us – your first contact is your child's class teacher. You can also talk to our SENCO, Mr Phill Hamlett, our Family Support Officer/Learning Mentor, Mrs. Tracy Bairstow or our Head teacher, Mr. Phil Sunter. We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they feel able to do the same with us.

We will have an early discussion with the pupil and parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- We will formally notify parents when it is decided that a pupil will receive SEN support.

### **How do you help and support children with special educational needs and/or disability at Batley Parish (CE) J, I & N School?**

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

The class teacher will oversee, plan and work with each child with special educational needs and/or disability in their class, to ensure that progress in every area is made. This might involve:

- Different resources or activities within class;
- Working in a small group with an adult;
- Working in a small group run by specialist staff in school;
- Working in a small group run by specialist staff from outside school e.g. Speech and Language Therapist, Occupational Therapist;
- 1:1 support – usually for children who have an Education and Health Care Plan;
- Specific interventions to address identified needs e.g. reading, spelling, phonics;
- Movement groups – to support the development of children's fine and gross motor skills.

Our SENCO oversees all support and progress of children requiring additional support across the school. The content and regularity of these sessions will be explained to parents before the support starts.

The SENCO reports to the Governors on a regular basis to inform them about the progress of children with special educational needs and/or disability. Our named governor with responsibility for special educational needs and/or disability is Mrs. Catherine Hall. She meets regularly with the SENCO. Information from these meetings is then discussed at governor's meetings. The Governors agree priorities for spending within the special education needs and disability budget, with the overall aim that all children receive the support they need in order to make progress.

**CHILDREN'S NAMES ARE NOT USED WHEN DISCUSSING INFORMATION ABOUT SPECIAL EDUCATIONAL NEEDS AND DISABILITY AT GOVERNOR'S MEETINGS.**

**How do you match the curriculum to my child's needs? How will you help me to support my child's needs?**

All work within class is pitched at an appropriate level so that all children are able to access learning, according to their specific needs. This might mean that in a lesson there would be three different levels of work set for the class. When appropriate, this can be individually differentiated.

The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

At Batley Parish (CE) J, I & N School, we have an open door policy. You are welcome any time to make an appointment to meet with either the class teacher or SENCO and discuss how your child is getting on and any concerns you may have. We can offer advice and practical ways that you can help your child at home.

We make the following adaptations to ensure all pupils' needs are met:

Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

Adapting our resources and staffing

Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

**How will school and I know how well my child is doing?**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on;

The teacher's assessment and experience of the pupil

Their previous progress and attainment or behaviour

The individual's development in comparison to their peers and national data

The views and experience of parents

The pupil's own views

Advice from external support services, if relevant

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

We carry out a range of assessments throughout the school year and measure children's progress in learning against National and age related expectations. As a school, we track children's progress termly. The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. This is identified and recorded on the class provision map.

Class teachers and senior members of staff hold regular Pupil Progress Review meetings to ensure that the most effective provision is in place to support each child's learning. Where a child is not making expected progress, additional support will be put in place.

We evaluate the effectiveness of provision for pupils with SEN by:

Reviewing pupils' individual progress towards their goals each term

Reviewing the impact of interventions

Using pupil questionnaires (PASS data)

Monitoring by the SENCO

Using provision maps to measure progress

Holding annual reviews for pupils with EHC (Education, Health and Care) plans

### **What support will there be for my child's overall wellbeing?**

We believe that your child's education should be a partnership between you, your child and his/her class teacher, and so will speak to you regularly to discuss your child's progress.

If your child has complex special educational needs and/or disability, they may have an Education Health Care Plan, which means that formal meetings will take place involving their teacher, the SENCO and any outside agencies involved.

We are an inclusive and nurturing school, and we welcome and celebrate diversity. All staff believe that high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children. Children at Batley Parish (CE) J, I & N School are active partners in all aspects of school life. Their views are sought in a variety of ways and taken into consideration in all matters. Regular School Council meetings are held and each class has two representatives.

The class teacher is the person to talk to regarding the pastoral, medical and social care of your child. Where additional support is needed, the class teacher will involve the SENCO.

Mrs. Tracy Bairstow, our Learning Mentor/Family Support Officer, can offer social and emotional support to children and families. We may also involve outside agencies such as Health and Social Care, the Behaviour Support Team and /or the Mental Health Support Team.

Our Teachers, SENCO and Teaching Assistants have completed a wide range of training in relation to the curriculum and the social and emotional well-being of our pupils.

### **How we manage the administration of medicines in school**

The school has a policy regarding the administration and management of medicines on the school site. Parents should talk to the class teacher and staff in the school office if a health professional has recommended that medication is to be taken during the school day. On a day to day basis, key named staff oversee the administration of any medicines. Parents/carers must complete a permission form and these are available from the office. As a staff, we have regular training and updates regarding conditions and medication affecting individual children, so that all staff are able to manage medical situations. Many of our staff are fully trained First Aiders. They are available both in school and outside school e.g. on school trips.

### **How we support and develop the behaviour of pupils**

At Batley Parish (CE) J, I & N School, we expect the very best from pupils and all staff are committed to developing the potential of all pupils in their care. We feel that good behaviour is an essential life skill, which helps us all to deal with life's challenges and to build strong relationships with others.

As a school, we use a positive approach to behaviour management, with a clear reward system used throughout the school and within each class. These systems are followed by all staff and pupils. Children are helped to understand the consequences when their behaviour does not match expectations through Restorative Practice.

We expect children to take responsibility for their own behaviour throughout the school day and encourage them to talk to each other and try to work out their own solution to a problem. Adult support is provided where this is needed. Parents will always be informed of any serious incidents and will be fully included in finding a solution. All serious incidents are recorded on our CPOMs database.

The attendance of every child is monitored on a daily basis. Lateness and absence are recorded and reported to the Head teacher. Good attendance is celebrated throughout school.

### **What specialist services and expertise does the school use?**

As a school, we work closely with a wide range of external agencies including:

- The school nurse;
- Educational psychologist;
- Speech and language specialist teachers from the local Outreach Support Service;
- Speech and language therapists;
- Occupational therapist;
- Social services/ Early help team;
- The local community police;
- Behaviour support services;
- Early Years service;
- Specialist Provision – providing additional guidance to schools regarding vision, hearing, physical needs etc.
- CAMHs (Children and Adolescent Mental Health Services)
- Mental Health Support Team

### **What expertise is in place to support children and young people with SEND?**

Our SENCO has 7 years experience in this role.

We have a team of 8 teaching assistants, 4 Cover Supervisors and 1 higher level teaching assistants (HLTAs) some of whom are trained to deliver SEN provision.

In the last academic year, all staff have been trained in Growth Mindset.

We have a number of teaching assistants who are trained to deliver interventions such as Project X (English support), Lego therapy, SALT programmes and general emotional support. The school also supports all staff in the provision of high quality informal interventions in reading, writing, handwriting, phonics and maths. Specialist SEN teaching assistants will support pupils on a 1:1 or 1:2 basis when required.

### **How will my child be included in activities outside the classroom and on school trips?**

All of our extra-curricular activities and school visits are available to all our pupils, including our before- and after-school clubs.

All pupils are encouraged to go on our residential trip(s).

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety.

Please see the school's Equality and Diversity Policy and Action Plan.

### **How accessible is the school environment?**

The school site is wheelchair accessible. The school has two main buildings (main school and nursery) and each is on one level.

We liaise with specialist local authority teams who assist us in supporting our families with English as an additional language. We also have a number of staff members who are bilingual.

There are staff in school who are also trained in the use of Makaton signing.

Please see the school's Equality and Diversity Policy and Action Plan.

### **How will you prepare and support my child when they enter or leave the school?**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We encourage all new children to visit the school prior to starting, where they will be shown around the school and meet their class teacher. For children with special educational needs and/or disability, we may arrange further visits and, our SENCO may visit them in their current setting.

When children are preparing to leave us for a new school, typically to go to high school, we will arrange for your child to visit their new school. Staff from the high schools will also come to Batley Parish (CE) J, I & N School to visit your child.

We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.

If your child has an Education and Health Care plan, staff from the receiving school will be invited to the review meeting prior to their transfer.

### **How are your resources allocated and matched to children's special educational needs?**

We ensure that all children who have additional needs are provided for to the best of the school's ability, with the funds available.

### **How are decisions made about what type and how much support my child or young person will receive?**

If the class teacher thinks that a child would benefit from extra support, this will be discussed with parents and the SENCO, then appropriate support will be put in place. We will review your child's progress towards their targets regularly and measure their progress towards national age expected levels through termly assessments. You will be kept fully informed of your child's progress and requests for updates can be made at any time.

### **Who else can I contact for further information?**

Your first point of contact will always be your child's class teacher. If you require further information or advice, you can contact our SENCO, Phill Hamlett (Senco.bp@kirkleeseducation.uk)

If you have concerns and wish to speak to someone from the Local Authority, you can also contact:

- KIAS (Kirklees Information Advice Support Services)
- Tel 01422 266141 Web address: <http://www.kias.org.uk>

### **Who should I contact if I am considering whether my child should join Batley Parish (CE) J, I, N School?**

Admissions to all Kirklees schools are handled by Kirklees school admissions service. You can contact them at:

Telephone – 01484 221000

Website: <http://www.kirklees.gov.uk/beta/schools-and-education.aspx#admissions>

### **Who do I speak to if I have any concerns or complaints about SEN provision?**

Please see SEND policy

Complaints about SEN provision in our school should be made to the [SENCO – Phill Hamlett and/or head teacher – Philip Sunter] in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

Exclusions

Provision of education and associated services

Making reasonable adjustments, including the provision of auxiliary aids and services

### **Where can I see the local authority local offer?**

Our local authority's local offer is published here: <https://www.kirkleeslocaloffer.org.uk/>  
You will find our contribution by searching using our postcode of WF17 8PA.

**What are the monitoring arrangements for this policy?**

This policy and information report will be reviewed by the SENCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

**What other policies and documents are linked to the school's commitment to inclusion?**

This policy links to our policies on;

SEND policy

Equality and Diversity Policy including the Accessibility plan

Behaviour Policy

Supporting pupils with medical conditions policy

Admissions Policy

**Glossary of key terms**

EHCP = Education, Health and Care Plan

MSP = My Support Plan

Provision Map = a document detailing the interventions and support for children

SALT = Speech and Language Therapy/ Therapist

SENCO = Special Educational Needs Co-ordinator

SEND = Special Educational Needs and Disabilities

SENDACT = Special Educational Needs and Disabilities Assessment and Commissioning Team

SEN Register = Special Educational Needs Register (in school document/ record)

For more information about SEN terminology, follow this link;

<https://www.kirkleeslocaloffer.org.uk/information-and-advice/general-information-and-advice/jargon-buster-a-z/>