

Special Educational Need (SEN) Information Report

This page is part of the Local Offer for Hampshire under the Children and Families Act 2014. Local Authorities are required to publish and keep under review, information about services that they expect to be available for children and young children with disabilities and Special Educational Needs aged 0-25. This is called the Local Offer. The intention of the Local Offer is to improve choice and transparency for families.

Introduction to Oliver's Battery Primary School	Oliver's Battery Primary School is a mainstream primary school catering for boys and girls from 4-11.
	<p>We are committed to working towards the provision of the highest quality education for all our pupils, regardless of specific need. All schools are supported to be inclusive of all pupils and the early identification of additional needs is paramount in ensuring the best possible progress for all pupils. Children may have additional needs in the four broad areas of need:</p> <ul style="list-style-type: none"> • Communication and Interaction • Cognition and Learning • Social, Emotional and Mental Health Difficulties • Sensory and Physical Needs
Identification of Special Educational Needs	<p>At Oliver's Battery we regularly assess pupils against their own prior learning, and use this information to set realistic targets. These assessments aid identifying whether a pupil is not making expected progress. Once pupils have been identified as not making sufficient progress the following take place:</p> <ul style="list-style-type: none"> • Discussion between the class teacher and key stage leader at pupil progress review meetings • Discussion with teachers within their Key Stage • Discussion with Head Teacher • Appropriate classroom teaching and planning adaptations take place <p>If these measures do not aid the pupil to make progress the following take place:</p> <ul style="list-style-type: none"> • Discussion with the Inclusions Leader • Classroom observations of a pupil where appropriate • Further assessments to further establish a pupils needs; unpicking the child's barrier to learning • Discussions with parents • Setting of individual targets through an Personal Learning Plan (PLP) which is shared and reviewed regularly with the pupil and parents • Identification of intervention programmes and monitoring to ensure appropriateness for the pupil <p>If parents believe their child has special educational needs then we invite them to make an appointment with their child's class teacher to discuss specific concerns. The class teacher, if necessary, can then meet with the Inclusions Leader to discuss next steps. After a period of intervention a subsequent meeting may be held between the parents, class teacher and Inclusions Leader.</p>

	<p>Once a pupil has been identified as having a specific need and an intervention programme has been decided upon, we will use two further tests:</p> <ul style="list-style-type: none"> • Salford – Assessing reading ages • Vernon –Assessing spelling ages <p>These will be used before the intervention is started in a pre-assessment and again after 5-6 weeks. This helps to measure the pupil’s progress and to ensure the effectiveness of the intervention programme.</p> <p>If a pupil continues to make limited progress advice and guidance from outside agencies may be sought. Examples of which are:</p> <ul style="list-style-type: none"> • Speech and Language Therapy (SALT) • Local special school • Educational Psychologist (EP) • SENCo circles – a meeting of SENCOs in the local area sharing good practice, expertise and knowledge under the guidance of the Educational Psychologist <p>It is always our intention that the school works with the family of any pupil, regardless of need. Where a child is identified as having Special Educational Needs or Disability (SEND) the school will fully support the pupil and the pupil’s family. If outside support is necessary, we will work together with the family to provide the best education and opportunities for the pupil.</p>
<p>How does the school evaluate the effectiveness of provision for pupils with Special Educational Needs?</p>	<p>The Inclusions Leader uses pupil progress tracking information to regularly review the SEN register and to monitor the progress of pupils with SEN. The updated register is shared with class teachers. From this, provision is implemented according to individual need. Impact of this is measured through pre-and post-assessments and is reported to class teachers, the senior leadership team and governors. The information is used to aid the monitoring and review of individual targets which is shared with parents, either through parent’s evenings or additional parent’s meetings. The Inclusions Leader may also be involved in sharing progress information. The Inclusions Leader, meets with the school’s governor for special educational needs regularly to evaluate the effectiveness of provision and to develop next steps. Staff training, quality of teaching and assessment are monitored regularly. The school itself is monitored by the Hampshire Inspector Advisory Service (HIAS) SEN team and Ofsted.</p>
<p>How does the school teaching staff support pupils?</p>	<p>At Oliver’s Battery we are committed to working towards the delivery of the highest quality education. To ensure this, teaching staff are regularly monitored to ensure that all pupils benefit from High Quality Inclusive Teaching. This is paramount to the successful progress any child makes. Monitoring consists of planning and delivery of lessons, how effectively differentiation is used to match the needs of the pupils and the learning that takes place. Planning is also monitored to ensure that children with special educational needs are planned for. Teachers are also responsible for writing and reviewing individual targets. Teachers devise timetables, planning time for their learning support assistants to be able to deliver the intervention programme. Progress is monitored by the teaching assistant and class teacher. The Inclusions Leader oversees the delivery and impact of the interventions through progress information and observations of the learning support assistants.</p>
<p>How does the curriculum match a pupil’s needs?</p>	<p>Lessons are inclusive and adaptations to the curriculum and environment are tailored to meet individual pupil need. The class teacher, along with the Inclusions Leader / Senior Leadership Team, discusses the pupils’ needs and plan appropriate support. This is reviewed regularly and support will be allocated flexibly to meet pupil need.</p>

	<p>Pupils with SEND are included on all school trips including residential, playtimes and lunchtimes, after school clubs and all extra-curricular activities.</p> <p>Where a pupil has a medical need, health care plans are written in line with Hampshire Health and Safety Guidelines and Government statutory guidance (Apr 2014). This may cover areas such as the management of the administration of medicines and personal care. A healthcare plan will be written by the SENCo, with the pupil's parents, class teacher and if necessary outside agency support such as the school nurse.</p> <p>Children are involved in their provision through:</p> <ul style="list-style-type: none"> • Pupils involved in PLP target setting • Pupils contribute to Transition Partnership Agreement (TPA)/Annual Reviews • ELSA (Emotional Literacy Support Assistants) • Pupil conference 		
<p>How is the decision made about what type and how much support a pupil will receive? (Range of provision)</p>	<p>There is a wide range of provision type available to help support and enhance learning for pupils with Special Educational Needs. Once it has been established that a pupil has special educational needs through observations and assessment, discussions take place between the class teacher and Inclusions Leader to enable closely match intervention to meet the pupil's need. In certain circumstances further guidance is sought from outside agencies, with the involvement of the pupil's parents.</p> <p>Examples of outside agencies include:</p> <ul style="list-style-type: none"> • Specialist Teacher advisors (e.g. Hearing, Visual, Physical) • Educational Psychologists • Primary Behaviour Support • Speech and Language Therapy • Occupational Therapy <p>Where a pupil has a Statement of Special Educational Need (from September 2014 this will be known as an Education, Health and Care plan) the level of support is identified and teachers plan to incorporate the objectives set out in the Statement.</p>		
	<p>School Provision for 4 Areas of SEND</p>	<p>School Expertise</p>	<p>Specialist Services</p>
	<p>Communication and interaction Individual Speech and Language assessment Individual speech therapy programme Time-To-Talk Group Speech and Language Programme Narrative Therapy</p>	<p>Specialist Speech and language teaching assistant Narrative Therapy trained teaching assistant</p>	<p>Speech Therapist Educational Psychology service Outreach support from local resourced provision including Shepherd Down Special school/Lanterns Children Centre</p>
	<p>Cognition and learning Accelerad/Accelerwrite Precision Teaching</p>	<p>All LSAs trained All LSAs trained</p>	<p>Educational Psychology service</p>

	<p>Toe-by-Toe Fuzz Buzz Reading Programme Phonographix P.A.T. (Phonological Awareness Training)</p>	<p>Many LSAs familiar with programme, supported by colleagues/SENCo if the programme would suit a child.</p>	<p>Outreach support from local resourced provision including Shepherd Down Special school/Lanterns Children Centre</p>
	<p>Social, Mental and Emotional health ELSA Time-to-Talk programme Socially Speaking programme Individual Behaviour Management Plans Circle of Friends</p>	<p>Two fully trained in ELSA All learning support assistants trained in 'Circle of Friends'</p>	<p>Primary Behaviour Support Young Carers Educational Psychology service</p>
	<p>Sensory and/or physical Clever hands / Bodies Occupational Health Programme Speed-Up Handwriting programme</p>	<p>Trained LSAs</p>	<p>Occupational Therapy Physiotherapy Specialist Teacher advisors – e.g. Hearing, Visual, Physical School nurse Educational Psychology service</p>
<p>What support is available for improving the emotional and social development of pupils with special educational needs?</p>	<p>Emotional literacy can become a barrier to learning and it is important that pupils are supported effectively. At Oliver's Battery Primary School, we have 2 fully trained ELSA's (Emotional Literacy Support Assistants). An ELSA is a member of staff who have been trained on aspects of emotional literacy including emotional awareness, self-esteem, anger management, social and friendship skills, social communication difficulties, anxieties, loss, bereavement and family break-up. ELSA's receive supervision from educational psychologists once every half term in a local group. Children are seen on a regular basis, once/twice weekly for a session which helps to develop an area emotional or social need. Our ELSAs also support children with friendships and have weekly friendship groups to develop play and social skills.</p>		
<p>What training is provided for staff supporting pupils with special educational needs?</p>	<p>Name and contact details of Inclusions Leader: Mrs Vicky Cocks BA (Hons) QTS; SENCo accreditation award 01962 869496</p> <p>Training and development: Teaching staff meet on a weekly basis in Teaching and Learning Meetings, through which development opportunities are provided for linked to whole school issues. Teachers also meet in their key stages which provide the opportunity to discuss pupil progress and teachers are able to share expertise in helping to support pupils with particular needs. Through continuous professional development (CPD) there are opportunities to keep up-to-date through Inclusion Development Programmes which focus on different specific learning difficulties.</p> <p>Teaching Assistants meet regularly with the Inclusions Leader and in line with whole school development, INSET and longer meetings are planned.</p>		

	<p>The Inclusions Leader at Oliver’s Battery Primary School has achieved the National Accreditation for SENCo.</p> <p>In line with whole school development, and teachers individual needs, training courses are explored and undertaken, to ensure best possible practice.</p>						
<p>Accessibility of school</p>	<table border="1" data-bbox="470 405 1481 945"> <tr> <td data-bbox="470 405 975 763">Fully Wheelchair Accessible</td> <td data-bbox="975 405 1481 763">No; There are 3 fully accessibly classrooms Hall and office area accessible; playground and outdoor spaces, accessible through key stage areas. Reception outdoor space requires a ramp out from the classroom, and adaptations are required for the reception garden area to be fully accessible.</td> </tr> <tr> <td data-bbox="470 763 975 801">Auditory/visual enhancements</td> <td data-bbox="975 763 1481 801">No</td> </tr> <tr> <td data-bbox="470 801 975 945">Specialist facilities/Equipment to support SEND</td> <td data-bbox="975 801 1481 945">Disabled changing and toilet (including shower) 2 Disabled parking bays Physiotherapy Table</td> </tr> </table> <p>Where necessary, where there is a specific special need, we would contact the specialist teacher advisors to ensure any measures required are put into place prior to a child starting at Oliver’s Battery.</p>	Fully Wheelchair Accessible	No; There are 3 fully accessibly classrooms Hall and office area accessible; playground and outdoor spaces, accessible through key stage areas. Reception outdoor space requires a ramp out from the classroom, and adaptations are required for the reception garden area to be fully accessible.	Auditory/visual enhancements	No	Specialist facilities/Equipment to support SEND	Disabled changing and toilet (including shower) 2 Disabled parking bays Physiotherapy Table
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<p>How are parents/carers currently involved? How can parents/carers get involved and who can be contacted for further information?</p>	<p>At Oliver’s Battery Primary School we communicate progress and involve parents by:</p> <ul style="list-style-type: none"> • Sharing PLPs with home • Parents evenings • School reports • TPA meetings / Individual provision maps for SEND pupils with complex needs • TAF (Team around the Family) multi-agency support meetings • Annual Review meetings <p><i>Family Support (contact the Inclusions Leader for more details)</i></p> <ul style="list-style-type: none"> • Links with charitable organisations which support families ie: Parent Partnership. • Kings cluster – family support worker. • Locality Team • CAMHS (Child and Adult Mental Health Service) support helpline • Educational Psychologist helpline • School nurse • Primary Behaviour Service • Early Help Hub <p><i>Should you wish to discuss the provision for your child, please contact the class teacher in the first instance. If further information or advice is required please contact the Inclusions Leader or Head teacher via the school office.</i></p>						

<p>What steps can be made if there are concerns about the school's SEND provision?</p>	<p>Should there be any concerns, it is paramount that a resolution should be found quickly. The initial step is to discuss the concerns with the pupil's class teacher. This discussion should cover techniques and classroom approaches, as well the pupil's current attainment and progress. Taking into account the views of the parents, agreed actions should be planned and reviewed after a few weeks. If the concerns continue a meeting with the Inclusions Leader, class teacher and parents should be held. If parents feel it necessary to take matters further, members of the school's leadership team – the Deputy Head or Head Teacher will become involved.</p> <p>The school's complaints procedure is overseen by the School's Governing Body and is available in the school office.</p>
<p>How will the school prepare and support a pupil to join the school, transfer to a new school, or transition to the next stage?</p>	<p>We have carefully planned and structured transition programmes in place for pupils with SEND at Foundation Stage, end of Key Stages and all other times where support with transitions might be needed.</p> <p>The Inclusions Leader, along with the Foundation Stage Teacher, meet with preschool staff and usually an Transition Partnership Agreement (TPA) is written for pupils with more complex needs. Through this a child's strengths and areas of difficulty are identified and actions are set out to support the school and the pupil in a successful transition.</p> <p>Year 6 staff and Inclusions Leader meet with secondary staff to plan transition arrangements for pupils who need additional support and TPA's are written for pupils with more complex needs.</p> <p>With in-school transition, pupils are supported through ELSA support and a moving up day. Where necessary a pupil can visit their new classroom more regularly to become more familiar with the new environment.</p>
<p>Where can further information about services be found?</p>	<p>More information can be found through Hampshire County Council's website:</p> <p>http://www3.hants.gov.uk/parents http://www3.hants.gov.uk/parents-sen http://www3.hants.gov.uk/parents-sen/send-localoffer.htm</p> <p>These pages offer further information and links.</p>