



Special Educational Needs and Disabilities Information Report

Badgemore Primary School is committed to providing an inclusive education that meets the needs of all our learners, including those children with additional learning needs.

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Next review due by: September 2026

1. Values and Aims:



Badgemore Primary School recognises that every child has individual needs, and we are committed to providing equal access to a high-quality education to all children who attend our school. The Circle Trust's Trustees and school staff understand that all children have the right to a broad, balanced, relevant, scaffolded and differentiated curriculum. We aim to create a happy, stimulating and supportive environment in which all children can develop to their full potential and become confident, independent individuals.

- To promote a positive attitude to learning and individual confidence.
- To ensure that high quality teaching is taking place across the school and that lessons are scaffolded/differentiated appropriately.
- To identify, assess, record and regularly review pupils' special educational needs and/or disabilities (SEND).
- To give children with SEND equal opportunities to take part in all aspects of school life as far as is appropriate.
- To involve parents/carers in planning and supporting their child's development.
- To work with other professionals and support services.

1.1 The areas of Need that are provided for:

Every child, regardless of gender, race or disability has a right to access a broad and balanced curriculum. We provide for children with a range of Special Educational Needs and/or Disabilities at Badgemore Primary School, within the four broad areas of SEND as outlined in the Code of Practice (DfE 2014):

- **Communication and Interaction** - this includes children who have speech, language and communication difficulties, including autistic spectrum conditions.
- **Cognition and Learning** - this includes children who have learning difficulties and specific learning difficulties such as dyspraxia, dysgraphia, dyslexia and dyscalculia.
- **Social, Emotional and Mental Health** - this includes children who have difficulties with focus and concentration.
- **Sensory and/or Physical** - this includes children who have visual or hearing needs, or a physical disability that affects their learning.

2. Identifying pupils with SEND and assessing their needs:

2.1. What is a Special Educational Need?

A child or young person is considered to have Special Educational Needs if they 'have a significantly greater difficulty in learning than the majority of others of the same age; or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age'. (Code of Practice 2014).

2.2 What do we do if we think a child has a Special Educational Need?

Concerns may be raised if the child's progress is very slow, fails to match the child's previous rate of progress or if they are working well below age related expectations. Slow progress and low attainment will not automatically mean a child is recorded as having SEND. If staff are concerned, they will assess your child using the Oxfordshire County Council guidance 'Identifying and Supporting Special Educational Needs in Oxfordshire Schools and Settings' to gain a detailed picture of any significant barriers to learning. This guidance will sit alongside conversations with other adults in the school, and any observations/assessments carried out by the school's Special Educational Needs Co-ordinator (SENCo) or other professionals. Evidence will then be used to determine what level of support may be needed, either through the universal offer or something additional. The school will discuss with you any concerns they or you may have, what strategies will be used in school or any outside agencies that may be able to help. Everyone will work together to support your child at home and in school.

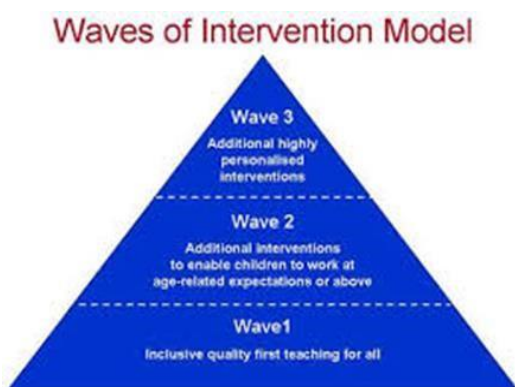
2.3 What can you do if you are concerned about your child?

If you are concerned that your child may have Special Educational Needs, the class teacher is the first point of contact as they work with your child daily and monitor their progress. They will follow the process above and talk to our SENCo. You can find out more about this process and how it works using this [guidance](#).

3. How will the school support my child?

3.1 Our approach to teaching children with SEND:

Teachers are responsible and accountable for the progress and development of all children in their class. High quality teaching is our first step in responding to children who have SEND, using the Wave model to scaffold/differentiate the support we provide.



Wave 1 - The Universal Offer:

High Quality Teaching: the teacher has high expectations for all pupils, carefully plans teaching, the use of resources and additional adults appropriately.

Wave 2 - Targeted Support:

Small group or 1:1 intervention run by the teacher or teaching assistant focusing on identified areas of need in learning or social, emotional and mental health. Additional individual equipment and technology.

Wave 3 - Specialist Support:

Individual children might receive highly individualised interventions or specialist advice from an outside agency, receive more frequent support by an additional adult or have their own personalised timetable.

Knowing that a child's needs change over time, the level of support your child receives will also change. The school aims to gain information over time through following a four-stage cycle: Assess, Plan, Do, Review; adopting the recommended model for special educational needs as set out in the Code of Practice (DfE 2014).

3.2 Adaptations to the curriculum and learning environment:

Children at Badgemore with identified SEND will get support that is specific to their individual needs. The class teacher will have the highest possible expectations for all children in their class. All teaching is based on building on what your child already knows, can do and can understand. The teacher will use different ways of teaching and learning so your child is fully involved and making progress, while developing skills to become a more independent learner. Strategies suggested by our SENCo or outside professionals will also be used.

These are some of the adaptations we make to ensure all children's needs are met:

- Small group teaching for core subjects.
- Scaffolding/differentiating our curriculum to ensure all children can access it. For example, by grouping, 1:1 work, teaching style and content of lesson etc.
- Adapting our resources and staffing.
- Using recommended aids such as laptops, coloured overlays, visual timetables, larger fonts, wobble cushions and ear defenders etc.
- Scaffolding the children's learning and differentiating our teaching. For example, giving longer processing time, pre-teaching key vocabulary and reading instructions aloud etc.

3.3 Additional support for learning:

We run one-to-one and small group intervention programmes which may be run by the class teacher, a teaching assistant, the school's SENCo or by an approved outside agency. Groups are formed to address specific gaps identified by the class teacher, with all interventions being closely monitored to ensure they are achieving the desired impact.



We have a range of individual and group interventions implemented across the school year, which include reading with our visiting Therapy Dog, time with our SENCo, Social Skills development and curriculum-based PiXL Therapies. Some children may also be provided with support for a medical/physical need.

3.4 Expertise in school:

Our SENCo has 25 years of primary education experience; 7 years' experience in the role of SENCo and has completed the National Award for SEN Coordination. We have a team of skilled teaching assistants, some of whom have specific training in areas of SEND provision. We also employ an external Play and Creative Arts Therapist to support identified children.

- Staff training has included Paediatric Autism Communication Therapy (PACT); Social Communication, Emotional Regulation and Transactional Support (SCERTS); Maths Mastery; Generalist and Advanced Safeguarding and Diabetes.
- Future training opportunities will include school-wide work on the Zones of Regulation; Colourful Semantics and The Engagement Model.

3.4 Specialist Services:

We currently work with the following agencies:

- Special Educational Needs Support Services (SENSS) which includes the Communication and Interaction Team; Hearing Support Service; Physical Disability Service; Visual Impairment Support Service and Complex Needs Team.
- Educational Psychology Service
- School Nursing Team
- Speech and Language Therapy Team
- Oxfordshire Schools' Inclusion Team
- Play and Creative Arts Therapist
- Child and Adolescent Mental Health Services (CAMHS)
- EYSENIT – Early Years SEN Team
- Pets as Therapy – a visiting Therapy Dog



3.5 Social and Emotional support:

We provide support for children to improve their social and emotional development through small group teaching, use of the Zones of Regulation, PSHCE lessons (predominantly using the NHS backed myHappyMind programme) and through our daily nurture breakfast and lunch sessions (for which children are identified and referred by their class teacher).

In addition, we employ the services of a Play and Creative Arts Therapist, offer 1:1 sessions with our SENCo and/or visiting Therapy Dog and have resident Chickens and Guinea Pigs.

4. Accessibility:

4.1 How will my child be included in activities outside the classroom?

We endeavour to make all our extra-curricular activities and clubs available to all our children and make reasonable adjustments to do so. All children are encouraged to go on our residential trips and take part in sports days and school performances. Risk Assessments are carried out when needed for offsite activities and procedures are put in place to meet any additional needs to enable all children to participate fully. For children with significant needs, they may require an individual Risk Assessment. It may also be decided that 1:1 support is required for a child with specific needs and therefore, an additional adult will accompany the child. We understand that it might be best for this to be the parent, in which case, we will talk to you about what is deemed to be most appropriate.

4.2 How accessible is the school environment?

We will always do our best to meet individual needs, so please make an appointment to discuss your child's requirements. You can also view our Accessibility Plan on our school website which outlines the school's physical environment and its access and facilities.

4.3. Pupils with medical needs:

Please see our Medication in School Policy and our Accessibility Plan.

5. How will I know how my child is doing?

All children on the SEND register have an Individual Pupil Profile which contains information about the child's strengths, barriers to learning, pupil voice, parental views, outcomes, resources and provision. These are reviewed termly and will be shared with you at Parent/Teacher consultations. Should you wish to request any additional meetings throughout the academic year, you can do so by contacting the school office or our SENCo.

If your child receives support from external specialist services, you may receive a report or be invited in to have discussions with these professionals e.g. the Speech and Language Therapist or Educational Psychologist.

The progress of children with an EHC Plan is formally reviewed at an Annual Review, with all the adults involved in the child's education invited to attend or submit a report. In addition, parents will receive a brief termly update on the progress being made towards each desired outcome.

6. How do we fund support for children with SEND?



The school budget, received from the Local Authority, includes money for supporting children with SEND which is known as Element 2 funding. The Headteacher, in consultation with The Circle Trust's Trustees, decides how this funding should be spent.

If the needs of a child are more significant or complex, with additional support or specialist resources required, then the school can request top-up funding known as Element 3 funding.

The school can also access additional funding through the Henley Educational Trust for individuals, equipment and the school's Play and Creative Arts Therapist.

7. Evaluating the effectiveness of SEND provision:

The Headteacher and SENCo regularly discuss and review individual children's needs and the SEND provision available. From this professional dialogue, the impact of interventions is reviewed and informed decisions are made about the requirement and effectiveness of resources, training and support.

Evaluation of the effectiveness of provision for children with SEND is also made through:

- Monitoring and reviewing progress towards outcomes on Individual Pupil Profiles and EHCPs.
- Regular assessment and data collection points throughout the academic year.
- Assessment for learning opportunities during the school day which provide instant feedback and inform any necessary adjustments to teaching plans, strategies and/or resources.
- Regularly reviewing the school's SEND Register (which identifies children who have much greater difficulty learning something than most others of the same age; a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out day-to-day activities or a disability that makes it difficult for them to use the facilities that others of the same age can use).
- Regularly reviewing the school's Monitoring Register (which identifies children who are demonstrating limited progress or showing early stages of a potentially more significant need).
- Pupil Progress Meetings (PPMs) between the Headteacher, class teacher and SENCo.
- Holding Annual Reviews for children with EHCPs.

8. Transition:

We believe it is very important that children are well prepared for the next stage in their education and feel supported. We recognise that key transitions may be more difficult for a child with SEND and as such, take steps to ensure that they are as smooth as possible. We support this process in several ways.



8.1 Starting at Badgemore:

- We encourage all new children and their parents to visit the school prior to starting.
- Induction events and visits are organised for children starting in Reception, with a staggered start to the year.
- For pre-school pupils with an existing EHCP, our SENCo or Reception teacher will endeavour to attend professional meetings such as Annual Reviews before the child starts.

8.2 Moving into a new class:

- Photographic booklets are used to aid transition for some children.
- Information leaflets about key staff are shared with the children and sent home.
- Teachers have handover meetings before children start in their new classes, and all key information is shared.
- Children visit their new classrooms and spend time with their new teachers; with some children being offered additional visits.

8.3 Moving on to Secondary school:

- We liaise with colleagues from these schools to discuss provision, strategies and additional needs.
- Some children will be offered additional visits to the school.
- All documents are sent to the new school.
- Some children will do further transition work in school or may be supported by the Communication and Interaction Team in this.

9. Who to contact:

We work extremely hard to provide every child with the best possible education and we ask for your support in this. Should you have any concerns or worries, please do not hesitate to get in touch with the school straight away, so that they can be addressed quickly and effectively.

If you are concerned about your child's learning and/or progress, your first step should be to talk directly to the class teacher, and they may invite our SENCo to the meeting.

If you would like to discuss your concerns in more detail, an appointment can be made with our SENCo or Headteacher through the school office.

If you feel that an issue has not been dealt with satisfactorily, please contact the Headteacher in the first instance. Our complaints procedures are outlined in the Complaints Policy, available on our school website.

Contact details:

Address:

Badgemore Primary School
Hop Gardens
Henley-on-Thames
Oxon
RG9 2HL

Telephone:

01491 575665

Email:

office.2513@badgemore.oxon.sch.uk

10. Further Support:

The [Local Offer](#) is a compendium of all services available to support children and families with SEND living in Oxfordshire. It provides families with choices and an understanding of the range of services and provision within the local area, allowing them to make informed decisions. Local Authorities must publish a Local Offer, in compliance with the Code of Practice (DfE 2014).

You can contact [SENDIASS](#) (SEND Information, Advice and Support Service); a service that offers impartial information, advice and support to parents of children and young people with SEND.

If you would like further information about SEND or to learn about wider opportunities for children with SEND and their families, then please visit the [Family Information Directory](#):