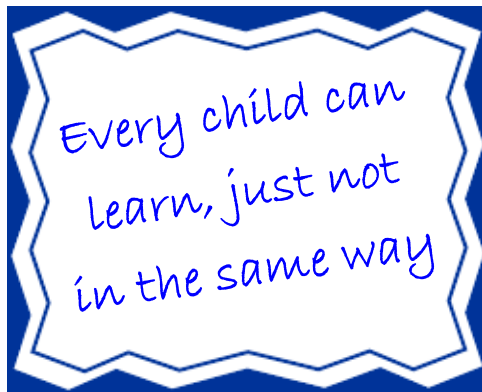




## Balksbury Federation

### Special Educational Needs and Disability Information for Parents



This has been written in conjunction with parents from across the Federation.

## Balksbury Federation

At Balksbury Federation, we believe that education is a powerful gift and is ours to give. We are committed to delivering inspirational teaching that develops well rounded and responsible individuals who aspire to achieve their full potential.

Balksbury Federation is determined that all children are given the best possible chance to succeed, through the highest standards of consistently good and engaging teaching, health and wellbeing, an enriched curriculum and focussed support.

Throughout the federation, we respect and value every child. Providing a safe, secure and welcoming learning environment, that will ensure each child gains a wealth of educational experiences as they move on their journey from Year R to Year 6.

We believe passionately in the importance of inclusion and equality for all. We believe that an effective federation is an inclusive one.

We understand that each child has individual and unique needs. However, some children require more support than others to achieve. We recognise that children learn at different rates and that there many factors influencing progress including ability, emotional state, age and maturity. Therefore we acknowledge that some children may need a little extra support for a short period, or for longer periods of time.

Through providing extra support, we believe that all our children regardless of age, gender, ethnicity, special need or background will receive an equal opportunity to progress and fulfil their potential.

## What are Special Educational Needs and Disability (SEND)?

A child has SEND if they have a difficulty or disability which means that they need extra/special provision for them to be able to access the curriculum. This means that they have:

- A significantly greater difficulty in learning than their peers
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for their peers

When identifying the needs of a child, we always consider the whole child. This means we take into account all aspects of the child, not just the SEND they may or may not have.

There are 4 main broad categories of need:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, emotional and mental health difficulties**
- **Sensory and/or physical needs**

## Areas of Need

In line with the SEND Code of Practice, the main broad areas of SEND are:

- **Communication and Interaction**

Children who have difficulty 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. This includes children with an Autistic Spectrum Disorder (ASD) diagnosis.

- **Cognition and Learning**

Children who learn at a slower pace than their peers, even with appropriate differentiation.

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

Children who experience a wide range of social, emotional and mental health difficulties which manifest themselves in different ways. This can include children who may have disorders such as ADHD etc.

- **Sensory and/or physical needs**

Children who require extra provision because they have a disability such as a vision impairment; hearing impairment; multi-sensory impairment; or a physical disability.

## How does the federation know if a child has SEND or is in need of extra help?

We use a variety of ways to identify a child's needs, including:

- Concerns raised by the parents and/or teacher
- The child's work
- Evidence that a child has difficulty managing their behaviour or dealing with emotions
- Various assessments, screening tools and/or tests
- Liaison with pre-school/previous school
- Liaison with external agencies
- Health diagnosis through paediatrician and/or other health professionals
- Contact with Hampshire SEN Service for a child with an Education, Health and Care Plan (EHCP)

## What if I have a concern about my child?

Talk to us!

As a parent it is natural that you will worry about your child. Should you have a concern, please approach your child's class teacher to discuss the matter through our open door policy.

You can also discuss your concern with the SENDCO.

We can offer advice and practical ways that you can help you and your child at home.



## How will the Federation support my child?

We carefully plan for each child, to provide the correct support and challenge, so that every child can be successful and achieve their potential.

We use the Early Years Foundation Stage curriculum for children in Year R and the National Curriculum for children in Years 1-6 as the starting point for planning for all children.

We recognise that some children have additional needs that require extra support, in order for them to participate fully in lessons. Therefore we will:

- Ensure parents are informed and involved in supporting their child's education
- Create a welcoming learning environment
- Identify a child's needs as early as possible
- Work with outside agencies who can provide specialist help
- Ensure support plans are in place and regularly reviewed with parents



All work planned by the teacher is set at an appropriate level to individuals and groups of children so that all children are able to access the learning. Typically this might mean that in a lesson there are 3 or 4 levels of work set for the class. However in some cases, work may be further individually differentiated for specific children.

**All** children will have access to the appropriate resources needed to help them make progress, for example visual aids and prompts, writing frames etc. Some children may also require specialist resources.

Staff receive the necessary training and support to provide the best possible provision for your child. The SENDCO supports the staff in ensuring that work is appropriately differentiated and appropriate resources and strategies are in place.

If your child needs further support, this may include:

- Personalised resources, tasks or activities
- 1-1 or small group work led by an LSA or SNA for phonics, spelling, reading, writing or Maths skills
- An intervention programme such as Precision Teaching or Paired Reading
- Reading in school at least 3 times a week (preferably daily) with an adult
- Use of special equipment
- Implementing specific advice from an outside agency e.g. Educational Psychologist, Outreach Teacher, Primary Behaviour Service etc.
- Time with the ELSA (Emotional Literacy Support Assistant)



## How will I know how my child is doing?

We will keep you informed about how your child is doing and we will tell you immediately, if there is any change in your child's progress, behaviour or provision. In some circumstances, a home / school book may be used with you to share information. Parents will always be involved in any discussion regarding the support their child needs.

Parents are encouraged to talk to us as much as possible, regarding their concerns. We have an open door policy where you are welcome to talk to us at the start and end of the school day. Alternatively you can make an appointment to meet with us. The SENDCO is also available every day and can be contacted via the class teacher or the Admin offices.

If a concern is raised that a child needs extra support, then this is discussed with you as their parents. If we feel that the child may need support from an external agency, then we will talk to you about this before making a referral. Parents will be kept informed every step of the way.

We hold termly Parents Evenings where we share with you, your child's progress and talk about the provision that is in place. The SENDCO is available on these evenings to meet with you too.

A child who has SEND may have a support plan. This will tell you the provision they receive and specific individual targets for your child to work on. This is shared with you at Parents Evenings and you will have a copy of.

If your child has complex SEND they may have an EHCP. As parents, you will have an input into this and know about it. It is a statutory requirement that the EHCP is reviewed every year. This means a formal meeting will take place once a year (twice a year for children in Year R), to discuss your child's progress and a report will be written, which you will have a copy of.



## How will the Federation know how my child is doing?

We measure children's progress in learning against Age Related Expectations (ARE).

The teachers continually assess each child and note areas where they are improving and where further support is needed. We track children's progress using a variety of methods.

The Federation has a range of assessments which can be used to explore a child's strengths and difficulties in more depth.

Children who are not making the expected progress or who are working below ARE are picked up through these assessments. The teacher, with support from the SENDCO, will plan the support that is needed to help them make progress. Parents of these children are told and kept informed.

The SENDCO meets regularly with the teachers and spends time in each classroom to monitor the provision and progress of all children with SEND.

Pupil progress meetings are held termly between the teachers, Year Leaders and Leadership team. In these meetings, the progress of children is discussed and actions are recorded.

## How do we know if the support has had an impact?

We know if the support has had an impact, if the child makes progress.

We assess the children to find their starting point, then give them the support/ intervention and then assess them again at the end. The impact would be how much progress they made.

For example, if a child needed support for phonics:



If at any point we feel that a child is not making progress, we will review the support and change it.

Planning the support for a child is a continual process. As teachers we are constantly reviewing and changing the support that is needed for children.

## How will my child be able to share their views?

We value and encourage each child to express their opinions and views on every aspect of school life, including their work.

The children are encouraged to share their views in the most appropriate way to their needs.

Staff are continually talking to children about what they have done well and what they need to work on next. All children, with guidance from the teacher, are encouraged to identify their own next steps.

Children with SEND will work with their teacher to create an "All about me" sheet. This gives the children an opportunity to talk about what they are good at and what they find difficult.

Children who have an EHCP contribute their views for their Annual Review meeting. This can be done in different formats, depending on the child's needs for example using photos, drawings or writing. An adult will always help the child to record their views if they cannot do it independently.

The children are also encouraged to speak to their class teacher and / or LSA about any worries or concerns they may have.

Some children are also able to express their views to the ELSA.



## Will my child be included in activities outside the classroom e.g. school trips or clubs?

**All** children are included in all parts of the Federation's curriculum. In the event of a school trip or extra-curricular activity, a child's needs are carefully considered, in consultation with parents, to agree on the best way to provide the required support to make it successful.

A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised.



## What is the pastoral, medical and social support available?

We are an inclusive Federation. We believe that children's emotional well-being is a priority and that children cannot learn until they are emotionally happy.

We have a caring, understanding team looking after our children. We know that emotional, social and medical needs can be a barrier to learning and so we work in partnership with parents to meet these needs.

The teacher has overall responsibility for the pastoral, medical and social care of every child in their class. Therefore, they are the first point of contact for a parent who has a concern. If further support is needed, the teacher will liaise with the SENDCO for further advice and support. This may involve working alongside outside agencies such as Health and Social Services or the Primary Behaviour Service (PBS).

The Federation has an ELSA who works under the direction of the SENDCO, supporting children who may be experiencing social / emotional difficulties. They can work with individual children or a small group (e.g. a friendship group). They also work with parents, giving advice and support.

We also have 2 Community Support Leads (CSLs), who work with parents and children with a variety of social and emotional difficulties. They also support parents with their child's attendance. Our CSLs run a monthly "Coffee, Cake and Chat" group for parents who need advice / support with managing their child's difficulties at home.



The Federation holds a weekly Young Carers club, for any child who supports a parent or sibling with a difficulty. There is an open invitation for any Young Carer to attend this club. It is supported by Andover Young Carers.

The Federation also holds a weekly Forces club for those children whose parents are serving in the armed forces.

## How does the Federation manage the administration of medicines?

The Federation's policies regarding supporting pupils with medical conditions and the administration and managing of medicines are available on the Federation's website.

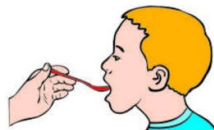
Parents need to contact the Admin offices if medication is recommended by Health Professionals to be taken during the school day. There will be a consent form to fill in, to ensure staff know the correct dosage and time the medicine is to be given.

On a day to day basis the Admin staff generally oversee the administration of any medicines.

The staff have regular training and updates of conditions and medication affecting individual children so that nominated staff are able to manage medical situations.

Children who have specific medical conditions such as Epilepsy or Diabetes, will have a healthcare plan which gives details on their condition and how to manage it in school.

Our support staff are trained in First Aid, and we also have staff who are Paediatric First Aiders.



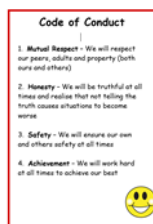
## What support is there for behaviour, avoiding exclusions and increasing attendance?

We have a Federation Code of Conduct, which all staff and children follow. This enables everyone in the Federation to know what is expected of them and how to behave. There are reward systems for good behaviour and systems in place to help those who forget the expectations.

Our comprehensive behaviour policy can be found on our website.

If a child has significant behaviour difficulties, then an Individual Behaviour Management Plan (IBMP) is written alongside the child and parents. This identifies the specific difficulties and puts the relevant support into place. With permission from the parents we may also contact the appropriate outside agency for advice and support e.g. the Primary Behaviour Service (PBS).

Attendance of every child is monitored by the Federation. Lateness and absence are recorded and reported to the Headteacher. If a child's attendance raises concerns and / or falls below 96%, the Community Pastoral Leads will contact the parents to try and resolve any issues. In some circumstances it may be necessary to take further action, in accordance with the Federation's attendance policy, which is available on our website.



## How accessible is the Federation's environment?

The Federation's site is wheelchair accessible with accessible toilets large enough to accommodate changing. There are also ramps for easy access into the buildings.

The Infant school is on one level. The Junior school has an upstairs floor, however we will always endeavour to make reasonable adjustments to try and accommodate those with additional physical needs.



We regularly review the access to our Federation and make any necessary changes and adaptations, seeking the appropriate external agency support.

The Federation car parks have disabled parking bays.

We liaise closely with EMTAS (Ethnic Minority and Traveller Achievement Service), who assist us in supporting families with English as an additional language.

## How does the Federation ensure the safety of children?

All staff have regular training on Safeguarding and Child Protection matters. There are 4 trained Designated Safeguarding Leads (DSLs) across the Federation, whose role is to ensure that the appropriate action is taken, should there be a concern with a child's welfare. It is the DSL's role to work with any agency working with the family, including social workers, health professionals and family support workers.

The Leadership Team and Site Manager make daily inspections to check for any health and safety issues., which are then responded to appropriately.



## What are the roles of the staff in the Federation?

### The teacher will:

- Oversee, plan and work with **every** child in their class to ensure that progress is made in every area.
- Raise and share concerns with parents and the SENDCO about children who are not making the expected progress or who are working below age expected levels
- Share information with parents and keep them informed
- Use specific programmes / interventions to meet the needs of a child
- Liaise with support staff
- Liaise with the SENDCO
- Work with external agencies as necessary
- Inform the SENDCO of any training needs

There are also LSAs in every year group who may work with your child. They do this individually or in a small group. The LSA is led by the teacher, who will carefully plan what the LSA needs to do. They may work with a child on a set programme or intervention.

Some classes may also have a SNA (Special Needs Assistant) who will work with an identified child who has a specific need.

### The SENDCO:

- Oversees the support and progress of any child requiring extra support.
- Deploys the staff of the SEND Team
- Works closely with all the staff
- Monitors and tracks the children's progress
- Works with and supports parents
- Liaises with outside agencies who provide additional support for children
- Reports to the Governors every term to inform them about the progress of children with SEND. These reports do not refer to individual children

**Our SENDCO is Miss Sarah Bodinham.**

### The SEND Team:

Under the direction of the SENDCO, the SEND Team's role is to:

- Support the children identified with SEND/additional needs to access the learning in the classroom
- Support children with an EHCP to access the learning in the classroom
- Deliver specific interventions and/or programmes of support to individual children e.g. reading interventions, gross motor skills, social skills, physiotherapy
- Provide feedback to the class teacher and SENDCO

## How are the Governors involved and what are their responsibilities?

The Governors:

- Ensure the necessary provision is made for children with SEND
- Ensure that all children, even those with SEND, join in the activities of the schools so far as it is reasonably practical
- Ensure that all children, including those with SEND learn and make progress.
- Ensure that resources are available and used appropriately.
- Have regard to the SEND Code of Practice when carrying out their role

There is a nominated Governor for SEND, who's role is to monitor the provision for children with SEND and liaise with the SENDCO.

The nominated Governor is **Mrs P. Bunche**.

## How are the parents involved in the Federation? How can I get involved?

As a Federation we are always keen to work in partnership with parents to ensure the best outcomes for each individual child. Parents are asked to get involved with their child's learning through homework based tasks set by the teachers each week.

We encourage you to read daily with your child and record it in their reading diary. We also ask you to help with Maths homework, spellings and learning phonics and / or key words every week.

We are happy for parents to volunteer to help within the Federation, under the guidance of a teacher. This could be helping with hearing children read or more general classroom activities. If you are interested in helping, please speak to the Admin Office who will be able to help you.

We also have the Balksbury PTA for those parents who would like to work together to raise funds for resources, equipment and activities for the Federation.



## How are the Federation's resources allocated and matched to children's SEND?

We ensure that all children with SEND have their needs met, to the best of the Federation's ability, with the funds available.

We have a team of LSAs and SNAs who are funded from the SEN Budget and deliver programmes designed to meet the needs of the children.

The Federation addresses any short fall from their own delegated budget share and provide an additional budget for the purchase of resources.

It is the SENDCO's responsibility to ensure that the staff have access to appropriate and adequate resources. An audit of resources is regularly completed and gaps are filled when necessary.

## What training is provided for staff?

On-going professional development is key to ensuring staff at all levels are kept up to date and skilled. Staff training can take the form of peer mentoring, staff workshops, INSET days and courses. Training for staff can be delivered by the SENDCO, other members of staff or other professionals. Training is available for the whole federation, a year group, group or individual members of staff.

Newly qualified teachers (NQTs) are supported by the SENDCO as part of their Induction Period.

Our SENDCO is a trained teacher and has completed the required national SENDCO accreditation award. She has also received a wide range of training and attended courses on various topics.

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

The SENDCO has a good understanding of how to identify and support children with SEND. She is able to address concerns as and when they arise.

For some individual children, it may be necessary to seek further support from an outside agency who has more specialist training. Support from an outside agency will only be requested after a discussion with the parents has taken place and written permission obtained. Parents will be kept informed of any involvement and progress.

These agencies may include:

- |   |  |
|---|--|
| * Educational Psychologists   | * Speech and Language Therapists                                 |
| * Primary Behaviour Service (PBS)   | * CAMHS  |
| * Health Professionals  | * Occupational Therapists  |
| * Physiotherapists  | * Outreach Teams from Special Schools                            |
| * Specialist Teaching Advisory Service<br>for Visual or Hearing Impairments | * EMTAS (for children with English as an<br>additional language) |

The support offered by these agencies include class observations, individual work, group work and discussions of strategies for the teacher / LSA to use in the class. It can also include support for parents at home.

Across the Federation, we use cued articulation to help develop the children's phonic. Some children may also use it with their speech and language programme. Staff are trained to use this.

Visual timetables are used in all classrooms, to support the children who need routines and find it difficult to cope with change or need to know what comes next. There are some children who may require a more individual visual timetable.

## How will the Federation support my child to join you?

We carefully plan the transition for a child joining our Federation. We encourage all new children and parents to visit us prior to starting.

Where possible, we will invite your child in for taster sessions so that they can get to know us before starting. If needed, we may also be able to provide your child with a transition book all about us.

The SENDCO (and any relevant staff) will attend any meetings prior to your child starting with us, to ensure we have the correct provision in place.

## Who do I contact if I am considering sending my child to the Federation?

Please contact the Admin Office to arrange a visit and/or meeting with the Headteacher.

### Contact details

The first point of contact should be your child's teacher. This can be via a conversation at the start or end of the day, a phone call or an arranged meeting.

You can also contact:

- SENDCO - Miss S. Bodinham
- Executive Headteacher - Miss K. Thompson
- SEND Governor - Mrs P. Bunche

Infants - 01264 352801 or [adminoffice@balksbury-inf.hants.sch.uk](mailto:adminoffice@balksbury-inf.hants.sch.uk)

Juniors - 01264 365642 or [adminoffice@balksbury-jun.hants.sch.uk](mailto:adminoffice@balksbury-jun.hants.sch.uk)

Further information can also be found on our website [www.balksburyfederation.co.uk](http://www.balksburyfederation.co.uk)

## Further sources of support

School Nurse

02382 313092

[https://www.healthforkids.co.uk/hampshire/school-nurses/?utm\\_source=WessexHealthier+Together&utm\\_medium=Website&utm\\_campaign=WessexHealthierTogetherPSN](https://www.healthforkids.co.uk/hampshire/school-nurses/?utm_source=WessexHealthier+Together&utm_medium=Website&utm_campaign=WessexHealthierTogetherPSN)

ChatHealth Text Advice Service for Parents with Children Aged 5-19

07507 332417

SENDIAS – an impartial support and information service for parents of children with SEND

0808 164 5504

<https://www.hampshiresendiass.co.uk/>

E-mail: [info@hampshiresendiass.co.uk](mailto:info@hampshiresendiass.co.uk)

IPSEA (Independent Parental Special Education Advice) – offers free and independent legally based information, advice and support for children and young people with SEND

[www.ipsea.org.uk](http://www.ipsea.org.uk)

Hampshire Local Offer—provides details of all the services available for children with SEND

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

## Thank you

The Federation would like to thank the parents who worked with the SENDCO to contribute to this leaflet.



## Glossary

<b>Annual Review</b>	A review of an EHCP which the LA must do every 12 months. Everyone working with the child, including the parents, is involved. The meeting will discuss the strengths, progress and next steps for the child.
<b>CAMHS</b> <b>Child and Adolescent Mental Health Services</b>	A health service that offers assessment and treatment when a child has emotional, behavioural or mental health difficulties.
<b>CSLs</b> <b>Community Support Leads</b>	2 members of staff who work with parents and children with a variety of social and emotional difficulties. They also support parents with their child's attendance.
<b>Cued articulation</b>	A set of hand actions for teaching the individual phonemes (sounds) in a word. Each action represents one sound and gives clues as to how and where the sound is produced.
<b>DSL</b> <b>Designated Safeguarding Lead</b>	A senior member of the Federation who has responsibility for dealing with child protection issues, providing advice and support to other staff, liaising with the LA and other organisations as necessary.
<b>Early Help</b>	Support given to a family when a problem first emerges. Early help services can be for parents, children or whole families, but the main focus is to improve outcomes for children.
<b>EHCP</b> <b>Education, Health and Care plan</b>	A legal document that sets out a child's needs and the specific support they must receive.
<b>ELSA</b> <b>Emotional Literacy Support Assistant</b>	A trained assistant who works with children experiencing emotional and / or social difficulties. They cover a wide range of needs such as social skills, emotions, bereavement, anger management and self-esteem.
<b>EMTAS</b> <b>Ethnic Minority and Traveller Achievement Service</b>	A service that supports schools with children who have English as an additional language. They can also work with parents.

<b>EP</b> <b>Educational Psychologist</b>	An Educational Psychologist helps parents and staff understand how a child learns and develops. They give advice and strategies to use.
<b>IBMP</b> <b>Individual Behaviour Management Plan</b>	A document which sets out the strategies and support a child with difficult behaviour needs. It is shared with the parents and all staff who work with them. It is reviewed regularly.
<b>Intervention programme</b>	A specific programme to help a child improve in an area of need. Interventions are individually planned for each child.
<b>LA</b> <b>Local Authority</b>	The body responsible for children's services and education. Our LA is Hampshire.
<b>LSA</b> <b>Learning Support Assistant</b>	Works under the direction of the teacher, to support individual or groups of children. Often works with children with SEND on specific targets and programmes
<b>PBS</b> <b>Primary Behaviour Service</b>	A service that works with schools to support children with challenging behaviour difficulties. The support is targeted to individual needs.
<b>SEND</b> <b>Special Educational Needs and Disability</b>	A child has SEND if they have a learning difficulty or disability which means they find it harder to learn than most children of the same age and so require special provision or support to access the curriculum
<b>SENDCO</b> <b>Special Educational Needs and Disability Co-ordinator</b>	The teacher who has the overall responsibility for the daily implementation of the SEND policy and the specific provisions made to support children with SEND.
<b>SNA</b> <b>Special Needs Assistant</b>	Similar to an LSA, but usually works 1-1 with a specific child with SEND.
<b>Young Carers</b>	Children who provide care and emotional support to a parent or sibling with a disability, illness, mental health condition, or drug / alcohol problem.



Bawksbury Federation

Floral Way

Andover

SP10 3QP

