Badger Hill Primary School

Special educational needs and disabilities information

2025-26

Inclusive BADGER HILL

'Fairness is not giving everyone the same thing. Fairness is giving each person what they need to succeed.'

At Badger Hill, we celebrate the fact that we are all the same, but we are also unique as individuals. We are an inclusive, diverse school that celebrates the fact that we welcome individuals of different cultures, backgrounds, beliefs, faiths and needs.

For pupils with additional needs, we ensure that they make the best possible progress in school, focusing on their strengths. We strive to meet the needs of our pupils with special educational needs and are fully inclusive of their needs within our mainstream setting.

We have high expectations of all our pupils, especially those with additional needs, and our role is to support everyone to succeed. Some of our pupils may need a little extra help and this is where our Special Educational and Disability (SEND) support comes in.

Who can help?

In the first instance, if you have concerns about your child and their progress, the conversation should be with the class teacher.

If your children have already identified additional needs or yourself and the class teacher feel that they need extra intervention, we have a dedicated Special Educational Needs and Disabilities team, who can lend that extra support:

Sara Goddard, SENDCo

John Sharpe, SEND Governor

Mrs Goddard can be reached at senco@badgerhill.pmat.academy.

What we offer

Each child is offered different support tailored to meet their needs. Staff at Badger Hill work closely with our children, their parents and, where appropriate, outside agencies, to develop each child's individual support package.

What is SEND?

SEND stands for Special Educational Needs and Disabilities. Children with SEND need *"provision that is additional to or different from that made generally for other children or young people of the same age" (SEND Code of Practice 2015).* As an inclusive school, we provide support for children whose needs fall into any of the four broad areas of SEND need:

- **Communication and interaction**: speech, language and communication needs, including autism spectrum condition (ASC)
- **Cognition and learning:** moderate learning difficulties, severe learning difficulties, profound and multiple learning difficulties, specific learning difficulties including dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties.**
- S**ensory and/or physical needs**: visual impairment, hearing impairment, multi-sensory impairment, physical disability.

Identification

How do we know if your child needs extra help?

We know when pupils need extra help if:

- Concerns are raised by parents, teachers or the child.
- Limited progress is being made.
- There is a change in the pupil's behaviour or progress.
- We have received information from other agencies that may already be working with the child before they join us.

If your child is identified as requiring additional support, the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child.

In order to make decisions about a child's level of need, both the SENDCo and class teacher will use the City of York Council Banding Thresholds. These documents describe good practice and entitlement across all areas of need. They aim to ensure clarity, consistency and transparency for schools, parents, practitioners, the Education Health Care Plan Panel, and the equitable use of finite resources.

What next?

The school budget, received from the Multi Academy Trust (MAT), includes money for supporting children with SEN. The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school. A provision map is then created. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed effectively.

ASSESS – PLAN – DO - REVIEW To support children with SEND we need to have a clear understanding of each child's needs. We have a graduated approach to identifying and supporting children:

Assess & Plan: The individual child's needs will be assessed and appropriate support planned. This is where the class teacher and the SENDCo create an action plan. From this information, the SENDCo and headteacher decide what resources/training and support is needed.

Do: Provision is initially put in place through quality-first teaching using adaptive teaching methods

Review: The effectiveness of the provision is evaluated. If the child is still not making progress, the Assess – Plan – Do – Review cycle begins again.

Further assessment will be completed, additional provision may be put in place at this stage, and further advice sought from outside agencies.

If there are several agencies involved, we may put a 'SEND Support Plan' meeting in place to ensure parents, child, school and any other agencies are all working towards the same goals and you as a family are not having to make lots of appointments.

If your child's needs are more complex and your child needs more support than is available through special educational needs support, it may be appropriate for us to apply for an Educational Health Care Plan (EHCP). Lots of advice and support is available for this.

Progress of all children with SEND is reviewed at pupil progress meetings. The impact of interventions and provision is also discussed at these meetings. The outcomes of these meetings then impacts on the action plan created.

Who can I discuss my child's progress with?

WHO CAN MY CHILD TALK TO AND HOW CAN THEY BE INVOLVED?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.

- The SENDCo – Mrs Goddard - is available to meet with you to discuss your child's progress or any concerns/worries you may have.

- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Personal progress targets will be reviewed with your involvement every term.

A Graduated Approach

What do we mean by a 'graduated approach'?

The spiral of support

Class teachers need to be at the heart of the graduated approach, driving the movement around the four stages of action with the support, guidance and leadership of the SENDCo and, where appropriate, other specialist staff.

Support

We work hard to ensure every child receives quality first teaching through the use of adaptive teaching; this means that a range of teaching styles and approaches are used and matched to individual needs. We have high aspirations for all our children, including those with SEND and support them to work towards improved outcomes. Assessment procedures emphasise pupils' strengths and achievements.

Additional Provision

- Additional in-class support –Adaptive teaching is always the first step towards meeting the needs of your child. This may include additional resources as well as focusing on targeted objectives that are specific to your child's needs.
- Specialist equipment, e.g. writing slopes, pencil grips or easy-to-use scissors.
- Sensory equipment, e.g. sensory cushions, medicine balls, tangles, kinetic sand and ear defenders.
- Intervention groups: literacy, numeracy, reading, phonics and basic skills. These sessions can be an extra support received in the classroom.
- Focused Group or 1:1 booster time with the teacher (pre-teaching, post-teaching)
- Group or 1:1 support from our Emotional Literacy Support Assistant (ELSA).
- 1:1 or group work with a school well-being worker, play therapist, or teaching assistant.

TRAINING FOR STAFF WHO SUPPORT YOUNG PEOPLE WITH SPECIAL EDUCATION NEEDS AND DISABILITIES.

Staff receive training of SEND, these have included sessions on:

- How to support pupils on the autistic spectrum.
- How to support pupils with social and emotional needs.
- How to support pupils with speech and language difficulties.
- How to support pupils with hearing impairment.
- How to make your classroom Dyslexia Friendly.
- How to use Precision Teaching to support very specific, often small but significant steps in learning.
- Implementing the new SEN code of Practice

Training is ongoing for all staff and is often specifically designed to meet the needs of an individual child. Mrs Goddard attends regular training for SENDCo's and holds the NASENCO award – National Award for Special Educational Needs.

Social, Emotional and Mental Health Support

- Our children's well-being is our overriding concern. We support children to become healthy, confident and resilient. We offer a wide variety of pastoral support for all pupils and more specifically those who are encountering emotional difficulties. These include:
- Having a wellbeing team in school that comprises of our senior mental health lead (Mrs Jennifer Wilkinson); Sara Goddard (SENDCO and Mental health first aider); Ms Vicky Hunter (Headteacher) and Mrs Theresa Ollerenshaw (Wellbeing Governor)
- All class teachers are readily available for pupils who wish to discuss issues or concerns.

- Access to ELSA (Emotional Literacy Support Assistant) sessions who are trained to support children's Social, Emotional and Mental Health needs through interventions, 1:1 sessions, pupil voice and work with families.
- 1:1 or group sessions with a qualified play therapist.
- Family consultations with the school well-being service.
- Interventions are available for children who need help to develop their social skills or anger management techniques

School Visits

How will my child be included in activities outside the classroom including school trips?

- Activities and trips are made as inclusive as possible and available to all children.
- Where necessary, individual risk assessments are carried out and procedures put in place to enable all children to participate.
- If it is felt that an intensive level of 1:1 support is required, a parent or carer may be asked to accompany their child during the activity.

How will my child be helped with moving schools or moving classes?

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible. If your child is joining us from another school:

- The SENDCo will visit preschools with the Foundation Stage Leader when appropriate.
- Your child will be able to visit our school and stay for a taster session, or as many sessions required.
- Your child will be sent information including photos of their new classroom and new staff, when required.

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.
- Where possible, a planning meeting will take place with the SENDCo from the new school.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.

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.
- The SEND action plan will be organised in the summer term with the existing and new teacher.

- Plans will be shared with the new teacher.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.

Will my child be able to access the building and the curriculum?

- The school is fully compliant with DDA requirements.
- The school is on one level with easy access, double doors and wide corridors.
- The front desk has a wheel-chair height section and is DDA compliant.
- There are two disabled toilets, shower area and changing facilities.
- We ensure, wherever possible, that equipment used is accessible to all children regardless of their needs.
- The school has break-out rooms for children needing specific intervention including an ELSA room to provide a safe, comfortable environment.
- After-school provision is accessible to all children, including those with SEN.
- Extra-curricular activities are accessible for children with SEN.

Admission Arrangements

All children with special educational needs have the right to be educated in a mainstream school. Badger Hill Primary School strives to be an inclusive school; all pupils are welcome, including those with special educational needs, in accordance with the Pathfinder admission policy.

What do I do if I'm worried about my child's progress or concerned about the provision been made?

- If you have concerns about your child's progress you should speak to your child's class teacher initially.
- If you continue to be concerned that your child is not making progress, you can speak to the Special Education Needs Co-ordinator (SENDCo) – Mrs Goddard.
- The school SEND Governor is – Mr John Sharpe.
- The Headteacher – Ms Vicky Hunter, will also be available to discuss any concerns that you may have.
- Families wishing to make a complaint regarding the support provided to pupils with SEN should follow the school's complaint policy, available on the school's website.

Professionals outside school that you can contact for advice:

SENDIASS: 01904 554312 Information, advice and support (IAS) to parents, carers, children and young people in relation to SEND and related health and social care issues.

York Parent Carer Forum: 0775 182 8369 Forum for parents of disabled children, or those who have additional needs, in York and surrounding area

School admissions: 01904 551554

School Health Nurse: 01904 725341

YILTS (York Independent Living and Travel Skills): 01904 552083

Outside Agency Support

In consultation with parents it may at times be appropriate to consult with outside agencies to receive their more specialised expertise. Individual children may be referred through school, through their G.P. or local Children's Centre. The agencies currently used by our school and our families include:

- Educational Psychologist
- CAMHS (Children & Adolescents Mental Health Service)
- School well-being service
- Specialist Teaching Team: Visual Impairment Service & Hearing Impaired Service
- Autism Specialist Teaching Team
- Behaviour Support Team
- Play Therapist
- Children's Advice, Assessment and Early Intervention Service
- Child in Need (CIN) practitioners
- Social services
- York District Hospital (Paediatricians)
- School Nurse, specialist Epilepsy, Diabetes and Eneuresis nurses
- IDAS (domestic abuse support)
- Lifeline (supporting difficult families)
- Links with the NSPCC
- Specialist Pre-school teacher
- The Island project (mentoring children)
- Family Matters (parenting and other courses)
- FIS (Family Information Service)

- The Burrow (Off site directive for SEMH needs)

Children's AHP Therapy Teams:

- Speech and Language Therapists
- Physiotherapy
- Occupational Therapy
- Paediatric Dietetics and Nutrition

Further information about York's Local Offer can be found at: https://www.yor-ok.org.uk/families/Local%20Offer/sendlocaloffer

Children and Families Bill 2013

The Children and Families Bill takes forward the Coalition Government's commitments to improve services for vulnerable children and support strong families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Bill will reform the systems for adoption, looked after children, family justice and special educational needs. The Government is transforming the system for children and young people with special educational needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them. The Bill will extend the SEND system from birth to 25, giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met.

Policy written by: Sara Goddard

Agreed at LGC:

Policy review: