



Baden Powell SEN Information Report

HOW WE SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES

Our Vision and how we hope to achieve it:

At Baden Powell our aim is to achieve excellence in all aspects of our provision that will harness the enjoyment, creativity and challenge of learning for all our pupils.

At Baden Powell, we strongly believe that every child has the right to a high quality educational provision that will ensure they achieve in all aspects of their development – academically, socially and emotionally. We are a fully inclusive school and always view children as individuals as we strive toward giving them the educational experiences that suit their needs and equip them with the skills and knowledge that will allow them to get the best out of their education.

Baden Powell is a one form entry school that caters children from nursery through to year 6 (3-11). We have an inclusions manager who meets regularly with other senior leaders to plan for interventions to suit all our children's needs.

Current OFSTED rating;
Good

How does the school ensure that children/young people who need extra help are identified early?

When children enter Baden Powell a baseline assessment is done and the children's early developmental targets are monitored closely to ensure that any areas of concern are highlighted to the inclusion manager immediately.

Children are monitored across all key stages of the school and if there are any concerns then staff will bring these up informally through phase meetings or relay them through the 'causing concern; sheet which is returned to the inclusion manager. The intervention team meets half-termly and all children highlighted as causing concern are discussed and a way forward planned for – if teacher interventions are not having an impact on outcomes for the children then a cause for concern form is submitted to the Inclusion Manager.

There are several assessment tools that are used to identify the area of need for the child. If more complex assessment is needed, the Inclusion Manager will secure the help of outside agencies such as the paediatric medical specialists at The Hackney Ark, the Educational psychologist, speech and language therapists and also the specialist teachers that are available through Hackney Learning Trust.

Any parent/carer who is concerned about a child should talk to the class teacher who will then pass on these concerns to the inclusion manager.



What does the school do to help young people with special educational needs?

The school has a provision map which shows the interventions the school currently runs and the pupils that are targeted through these interventions. The children's baseline level is recorded and progress against this is measured at regular intervals to ensure that the intervention is suitable and achieving its aims for the child.

Some interventions we currently run:

Social, mental and emotional health	
Structured play Sessions where an adult supports a child or a group of children to play together, working on their social skills and building positive interactions.	
1:1 mentoring Mentoring sessions with our learning mentors where pupils can discuss their concerns around their learning, their relationships with their teachers and their peers and the learning mentor can support them to develop their confidence in managing these.	
Self-esteem group Group sessions with our learning mentors to help children to develop their self-confidence around themselves and their learning.	
Positive relationship group Group session with our learning mentors to help children to develop positive relationships with their work, their peers and adults.	
Cognition and learning	
1:1 LSA support One to one support in the classroom and around the school from one of the schools teaching assistants	
Specialist teacher Support from specialist teachers brought in from The Hackney Learning Trust. This support may involve the specialist teacher working with the child, their teacher or their learning support assistant to develop skills and resources.	
Toe by toe A programme to support children with their phonological awareness and their spelling.	
Reading comprehension groups Children work in a small group with a member of staff to improve their understanding of a text. They may read and discuss the work or answer questions verbally or in writing.	
Targeted maths group Children work in small groups with a member of staff to improve their skills with mathematics.	
Phonics group Children work in small groups with a member of staff to improve their phonological awareness.	
Targeted writing group Children work in small groups with a member of staff to improve their written skills. These sessions focus on grammatical awareness, reviewing and editing work and improving the quality of writing.	
Speech, communication and language	
Colourful semantics Visual cues to help children in their writing to answer who, where, when, why	
Language for thinking Resource to promote children's verbal reasoning and thinking skills	
Language and communication group As above	



Speech and language Therapist A qualified Sp & Lang Therapist will assess children in school and write a relevant programme of study for school staff to implement in school.	
Speech and language 1:1 Member of school staff to implement programme of study written by the Sp & Lang Therapist.	
Sensory and physical	
Gastronomy feeding The school has teaching assistants trained to administer food through a gastronomy tube.	
Fine motor skills group Help to improve a child's fine motor skills which could in turn, improve their handwriting skills.	
Gross motor skills group Help to improve a child's gross motor skills which supports with movement and coordination.	
Pencil grips Help children hold their pencils in an acceptable grip therefore improving their handwriting.	
Handwriting app An iPad app to support children with their letter formation.	

How do we adapt our teaching for children/young people with special educational needs?
Lesson plans are differentiated to allow access to the curriculum for all children. Children are continually assessed and worked tailored to their individual needs is given. There are practical and kinaesthetic approaches to teaching which may help children to access the curriculum as this approach suits their needs.

Teachers are aware of the range of needs in their classroom and plan appropriately.



How do we decide what resources we can give to a child with special educational needs?
The inclusion manager supports the class teacher in planning for the needs of children with SEN – from this the Inclusion manager has a better understanding of not only herself as a vital resource but also the practical learning resources that may be required to suit the needs of children with SEN.

The school has a School Improvement Plan which includes the specific training needs of staff in relation to SEN provision for their children and across the school – this may include whole school training on SEND issues or training individuals or groups of adults who need particular skills and knowledge to provide a high quality inclusive educational experience. The school insists in a high standard of planning that highlights particular children and the provision that they will receive on a daily/weekly basis.

Support staff trained for the needs of their role can implement the teacher's modified/adapted approach to the learning.

Specific resources as identified by the inclusion manager, class teacher or external advisors are used to support children with SEN.

Specific strategies as identified by the Inclusion Manager, class teacher or external advisors are used to support children's learning within the classroom.

The school adapts the environment to the needs of the children.

External agencies and advisors will be used to ensure provision matches the children's needs.

Meetings and reviews with parents/carers are used to discuss interventions, progress and next steps.

How we check that a child is making progress and how we keep parents informed:

Progress review meetings are held every term.

Curriculum overviews are given out at the start of each half term.

Curriculum map overviews are posted on the website.

Parental consultations one per term.

End of year reports.

Parents/Carers with children on Education, Health Care Plan (EHCP) will have termly meetings with the inclusion manager and class teacher and other relevant adults.

Texts home.



Support we offer for children's health and general wellbeing:

Medical:

A health care plan is created by the Inclusion manager and School Nurse.

The plans are updated regularly and the Inclusion manager can be contacted at any time.

All medicines are carefully monitored and recorded in a book – the medicines are kept in the welfare room unless they need to be within easy reach (e.g. epi-pen, asthma pump).

Any concerns regarding the children are relayed to parents immediately.

Members of the support staff have first aid certificates.

Staff who work closely with individual children receive up to date training in their specific needs and how best to help them – i.e. epilepsy training, epi-pen training.

All medicine is taken to the school office where a form is completed and the inclusion manager discusses any issues arising.

Social:

Children are fully included in activities where possible.

All children are encouraged to work together and support each other in their learning and development.

New children, or children who may have been identified as struggling to form positive relationships, are given a buddy.

Children who are struggling with social relationships are mentored by the learning mentor team.

Teachers, support staff and lunchtime staff actively encourage children to participate and interact with their peers – if there are concerns the Inclusion Manager and Pastoral Care manager are notified and appropriate actions taken.

Daily breakfast club.

A wide range of after school clubs.

Behaviour:

If your child has behaviour difficulties their class teacher will keep you informed.

Home School books are used to ensure effective communication, consistency in approach and support are in place.

There is 'red room' which allows children the opportunity to reflect on their actions and the positive next steps that they can take.

The behaviour approach is built upon children making choices and reflecting upon their own behaviour.

We operate a stay on green system with gold being an achievement above and beyond green.

A point system for teams is used across the school and ensures that all children work toward their team achieving points.

Pastoral Support Plans will be put in place for some children should there be behaviour issues.

The inclusion manager will keep parents informed of any developments and if necessary arrange meetings with other professionals.



All steps possible will be taken to ensure that your child is included at all times across the school day.

There are two learning mentors who work with small groups or individuals to tackle any underlying issues that may lead to a need for behaviour support.

Attendance:

It is important that your child has good attendance so they are able to make good progress and utilise the support that is given to them.

It is important that if your child has medical issues that the school is notified immediately and they return to school as soon as possible – if you are unsure about any issues the Pastoral Care Manager will be able to advise you.

Child's View:

Your child's views will be taken into consideration at termly target review meetings.

Your and your child will contribute to his/her statement of provision (EHCP- meetings).

Your child is encouraged to discuss school issues that can be taken to the school council.

Specialist External Services we use when we think extra help is needed:

Speech and Language therapist.

School Nurse.

The ARK

Educational Psychologist.

Social Services

Support from the Re-engagement Unit.

Support from specialist teachers provide through SEN services at Hackney Learning Trust.

Occupational Therapy.

Physio Therapy.

Family support service.

The Training our staff have had or are getting:

Whole staff training on SEN code of practice

Strategies, knowledge and practices that ensure consistent approach to SEND

Individual teachers and support staff will attend training courses run by outside agencies that are relevant to the needs of specific children in their class – e.g. speech and language training.

There are five days of INSET training for teachers and non-teaching staff will attend when training suits their role and responsibilities.

Weekly staff meetings.

Additional training needs for teachers and support staff is discussed during their professional development reviews.

Induction of SEND for all new staff.

How we include children in activities and school trips.

Risk assessments take place before all trips

Staff seek to choose locations that are accessible to all children

Staff plan for all children to be included in activities.

The school will to the best of its ability provide additional support if required.



Our School environment:

The school is accessible to wheelchair users and there are disabled toilets.

When a child with special needs enters the school a health care plan may be started depending on the particular need of the child – this will involve the Inclusion manager parents and where possible the school nurse.

The inclusion manager will meet with the parents/carers of children with SEN/D to discuss how best the school can support their child.

The inclusion manager will evaluate the needs of the child and where possible support them through the purchase of new resources.

The school is secure and has restricted access.

How we prepare for children joining our school and leaving our school:

For children in foundation stage or where necessary for older children a home visit will be arranged.

Parents and children are invited to tour the school and are introduced to key members of staff and all relevant information taken. At the meeting a start date will be given and if required an integration plan with the inclusion manager will be put in place.

Children are allocated a buddy to introduce them to the routines of the school and also to allow the formation of social friendships that will help widen the child's social circle. The inclusion leader will contact the previous school for all relevant documentation to ensure that the child's needs are fully met.

In year 6 the learning mentor and inclusions manager will work closely with the allocated secondary schools of the children and ensure that transition meetings and day visits are arranged that will make the child comfortably prepared for their move to secondary education. There will be meetings arranged between the secondary inclusion manager and the school inclusion manager, along with the class teacher, so that the transition process is supported as much as possible for SEN/D children. All the relevant documentation will be sent in good time to allow the receiving secondary school time to ensure they have procedures and processes in place for a smooth transition.

In the case of a child leaving the school mid-term, their files will be sent to their new school and the new school notified if there are any SEN/D issues.

How parents are involved in school Life:

Parents are encouraged to discuss any concerns at the first opportunity.

Friends of Baden Powell group.

School trips, parent volunteers.

Interpreters will be provided by the school when necessary

Website for parents.

Bi-weekly newsletters.

Weekly assemblies.

Ongoing reviews of children's needs.

Parent consultation evenings.

This school offer to children with Special educational Needs and Disabilities was prepared in September 2017 and will be reviewed in December 2018.