



BADSLEY
PRIMARY SCHOOL

SEND

Information Report

2025-2026



Welcome to Badsley Primary School's SEND Information Report which is part of the Rotherham Local Offer for learners with special education needs.

More information about the Rotherham Local offer can be found at www.rotherhamsendlocaloffer.org.uk

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The four broad 'areas of need' are

- Communication and Interaction,
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical Needs

At Badsley Primary School, we embrace the fact that every child is different, and, therefore, the educational needs of every child are different; this is certainly the case for children with Special Educational Needs.

If you have any concerns regarding your child's progress or well-being, then please speak to either your child's class teacher or Mrs. Katie Marsh/ Mrs. Amy Hughes (SENCOs) to discuss your concerns. We are here to help.

What types of SEN are provided for at Badsley Primary?

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1. Does Badsley Primary School know if children need extra help and what should I do if I think my child may have special educational needs?

At Badsley Primary School, we understand that different times in their school life, a child or young person may have a special educational need.

We use The Code of Practice 2014 definition of SEND to help us consider how best to support each individual:

"A child or young person has SEN if they have a learning difficulty or a disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

- a) has a significantly greater difficulty in learning than the majority of others the same age, or*
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16s institutions."*

Where pupils' demonstrate specific needs, despite high quality teaching targeted at specific areas of difficulty, provision of SEND Support may need to be made.

Further information about how your child may be supported initially, can be found in the Badsley Inclusion Offer.

In the first instance, it is usually most helpful to speak to your child's class teacher. Mrs Marsh and Mrs Hughes (SENCO's) are available to discuss continuing concerns further- this can be via an informal chat or by arranging an appointment.

2. How will school staff support my child?

All staff are passionate about inclusive practice and aim to provide the best possible care. Below you can find information about the responsibilities of different members of staff in school.

Class teacher responsibilities:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities coordinator (SENCO) know as necessary.
- As Badsley Primary School endeavour to demonstrate inclusive practice for all, your child's additional needs may be well met through our whole school inclusion offer known as "The Badsley Inclusion Offer" which shows additional supports which are available for any children who may require adjustments to help them progress.
- Should your child require enhanced support, writing individual pupil profiles or SEND plans which identify the strengths and challenges of an individual child and then outline targets and recommendations for how your child may be best supported in school. Pupil profiles or SEND plans when required, are shared and reviewed with parents at least once each term and planning for the next term.
- Personalised teaching and learning for your child as identified on the school's provision map.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

SENCOs: Mrs. Katie Marsh and Mrs. Amy Hughes:

Responsibilities:

- Provide professional **guidance** to colleagues and work closely with staff, parents and other agencies.
- Write SEND Information Report which **MUST** be published on the setting website and
 - updated annually
- Overseeing day to day operation of the school's SEN policy
- Co-ordinate provision for children with SEND
- Advising on a graduated approach to provide SEN Support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils needs effectively
- Liaising with parents of pupils with SEND
- Liaising with EYFS providers, other schools, EP, health and social care professionals and independent or voluntary bodies, LA
- Manage the transition process
- Ensure school keeps the records of pupils with SEND up to date
- Work with the headteacher and school governors with regards to reasonable adjustments and access arrangements

Headteacher: Mr. Mark Windle

Responsibilities:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Head teacher will give responsibility to the SENCO and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Head teacher must make sure that the Governing Board is kept up to date about issues relating to SEND.
- Regularly review staffing structure, ensuring that appropriate provision and adult support is in place.

The SEN Governor: Mr. Jordan Arno

Responsibilities:

- Making sure that the necessary support is given for any child with SEND who attends the school.
- To support and challenge the Headteacher and SENCO with regards to SEND within the school.

3. How will the curriculum be matched to my child's/young person's needs?

If a learner is identified as having special educational needs, we will provide support that is **additional to** or **different from** the approaches and learning arrangements normally provided as part of high quality, individualised teaching intended to overcome the barrier to their learning. This support is set out in the individual school's whole school Provision Map, which documents the support that is to be put into place. This may be via the whole school "Badsley Inclusion Offer", pupil profile, SEND plan or for the children with the most complex needs, via EHCP.

We value how important it is for parents to be fully involved in their child's support arrangements in school so Mrs Marsh and Mrs Hughes are happy to meet with parents to discuss individual support arrangements via reviews or an informal chat.

When providing support that is "additional to" or "different from" we engage in a four-stage process:

Assess – this involves taking into consideration all the information from discussions with parents/carers, the child, the class teacher and assessments.

Plan – this stage identifies the barriers for learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on an SEN Support plan and will form the basis for review meetings.

Do - providing the support – extra assistance for learning – as set out in the plan.

Review – measuring the impact of support provided, and considered whether changes to that support need to be made. All of those involved – learner, parents or carers, teacher, SENCO and outside agencies contribute to this review. This stage then informs the next cycle.

Badsley Primary adheres to the following inclusive principles:

- Staff value pupils of different abilities and support inclusion.
- Within the school, staff and pupils will be constantly involved in the best ways to support all pupils needs within the school.
- There is flexibility in approach in order to find the best provision for each child.
- Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning.
- Grouping to support children identified with additional needs will be part of this process.

The Hive @ Badsley

The Hive, a KS1 and KS2 Specialist Enhanced Provision (SEP) within school is for children identified with severe learning difficulties, complex needs and autism. The staff in the Hive have worked closely with the complex needs teachers to provide an environment and curriculum that enhances the Badsley SEND inclusion offer. The Hive curriculum is unique and bespoke to the individual. Each pupil follows a personalised timetable focusing primarily on communication, emotional regulation, sensory regulation, social interaction, behaviour for learning and functional skills.

Further information about The Hive can be found on our school website or use the link: **The Hive @ Badsley**



4. How will both you and I know how my child is doing and how will you help me to support my child's learning?

In addition to normal reporting arrangements, the Badsley Inclusion Offer is in place across school to offer further information about how needs can be met via general classroom practice.

For children with a pupil profile or SEND plan there will be the opportunity for parents to meet with their child's class teacher and SENCO to review the short term targets and to discuss the progress the child has made.

Obviously, we also encourage an 'open door' approach whereby teachers are accessible at the end of the day.

Your child's progress will be continually monitored by his/her class teacher.

His/her progress will be reviewed formally and tracked with senior leaders and SENCO every term in reading, writing and maths. Through parent consultations and end of year reports, teachers make clear the attainment against age related expectation and the level of progress made.

Where necessary, children will have a pupil profile or SEND Support Plan based on targets set by outside school / outside agencies specific to their needs with the intention of accelerating learning and to close the gap. Progress against these targets will be reviewed regularly, evidence of judgments assessed and a future plan made.

The progress of children with an EHC Plan (Educational Health Care Plan) will be formally reviewed at an Annual Review with all adults involved with the child's education.

The Headteacher and SENCO will monitor the progress made by SEND children in their class work and any intervention that has been put into place

Regular monitoring will be carried out by the SENCO and other members of the Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

We create regular class and whole school newsletters with information about things that have happened and use dojo to communicate and keep you informed. Also, extra information can be found on the school website including class news, learning showcases, curriculum plans, home learning and useful links. In addition to this, where necessary we also communicate via home/school link books.

5. What support will there be for my child's overall well-being?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. All classes follow a structured PSHE curriculum to support this development. Staff have had training with Emotion Coaching and we are a Trauma Informed School.

However, for those children who find aspects of this difficult we offer.

- Social awareness games and activities
- Lunch time and play time support / Badsley Buddies
- Bespoke SEMH intervention groups
- Daily diaries
- Individualised programmes of work including activities to complete at home
- Access external agencies and professionals and follow their advice
- Staff trained in how to support pupils' mental health and well-being.

The school benefits from a relational/behaviour policy that focusses on the principles of behaviour as communication, the high importance of strong positive relationships and trauma informed practice. There are strong principles and practice around the focus of anti-bullying with peer relationships being of paramount importance within our setting. Our antibullying policy developed in collaboration between staff and pupils, clearly outlines values in relation to this issue which is accessible to parents. Anti-bullying is a strong part of school ethos. Frequently revisited and remains an important event on the school calendar, as part of the curriculum, the school plans activities during anti-bullying week and each year sets out to parents its core principles regarding inappropriate behaviours and bullying.

In respect of anti-bullying, there is a policy in place that has been drawn up with staff and pupils and is accessible to parents.

Any pupils with additional medical needs are well catered for at Badsley Primary School. All medical requirements are requested from parents prior to admission and these are added to

the school medical needs file. All medicines are kept in individual sealed containers in a locked cupboard that are accessible to appropriate members of staff. For those pupils needing medicine regularly, we complete a care plan which is reviewed annually. Each classroom also has a medical box which includes emergency first aid such as epi-pens and asthma inhalers.

There are various opportunities for pupils to have a voice on decision making in the school. The school has a proactive school council that meet regularly. Pupils have input into SEND planning and the SENCOs gather pupil voice prior to SEND review meetings or pupil interviews if pupils choose not to attend.

6. What specialist services, experience, training and support are available at or accessed by Badsley Primary School?

Once the school has identified the needs of SEND pupils, the SENCO and Head teacher decide what resources/training and support is needed.

School Provision:

- Quality first teaching using adaptive methods and personalised scaffolding as required
- Well considered classroom environment and resources to meet the needs of all children
- A relational approach to understanding and responding to needs communicated by children
- Continuous professional development both whole school and personalised
- Additional adult support targeted to support specific needs
- Targeted support and activities during lunch and breaktimes
- Liaison with the relevant service to help identify support requirements
- Utilise experience and advice from professionals to create pupil profiles or SEND plans to ensure the right SEND provision

Local Authority provision available:

- ✓ Educational Psychology Service
- ✓ Specialist Inclusion Team
- ✓ Speech and Language Therapy
- ✓ Hearing impairment and visual impairment team
- ✓ SENDIASS
- ✓ Rotherham Parents/ Carers Forum
- ✓ Early Help and Family Hubs
- ✓ Social Care

Health Provision available:

- ✓ School nurse
- ✓ 0-19 nursing service
- ✓ Occupational Therapy and Sensory OT
- ✓ Physiotherapy
- ✓ CAMHS

Rotherham's Local Offer helps parents and carers find support for children and young people with Special Educational Needs and Disabilities (SEND).

There are two main purposes of the Local Offer:

- To provide clear, comprehensive information, in one place, on the support and opportunities available locally to children, young people and their families as well as what can be expected from local agencies including education, health and social care
- To make services more responsive to local needs which are shaped by you

The Local Offer will also provide you with all the information you need to help identify the right support to enable your child to take part fully in, and enjoy, learning and achieving their goals.

<https://www.rotherhamsendlocaloffer.org.uk/>

7. What training are the staff supporting children with SEND had or having?

- National SENCO Award (higher level qualification in Special Educational Needs) - *Katie Marsh and Amy Hughes.*
- Level 5 diploma in Trauma and Mental Health Informed schools; practitioner status - *Amy Hughes and Phillipa Benton*
- Mental Health First Aid – *Amy Hughes, Emma Platts, Sharon Sharpe*

- Speech and language therapy modelling language and developing language through play
- Speech and language training; individual programmes
- Makaton/ PECs
- Understanding Autism/PDA and anxiety
- Team Teach
- Emotion coaching
- Bonding through play
- OT
- Sensory awareness training
- Epi pen training
- Epilepsy training
- Supporting children with Asthma
- Training for supporting a child with a hearing impairment
- Training for supporting a child with a visual impairment

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

At Badsley Primary School we believe all learners are entitled to the same access to extra-curricular activities, and are committed to make reasonable adjustments to ensure participation for all. Any additional support or necessary adjustments are recorded on the risk assessment for that activity. Please contact us if your child has any specific requirements for extra-curricular activities.

9. How accessible is Badsley Primary School?

- The school is fully compliant with DDA requirements.
- The school is on a split-level with easy access, double doors, wall handles and ramps.
- The front desk has a wheel-chair height section and is DDA compliant.
- There are two disabled toilets and changing facilities.
- We ensure where ever possible that equipment used is accessible to all children regardless of their needs. The SENCO manages an SEN budget, used to ensure that all pupils have access to the very best equipment.
- After-school provision is accessible to all children, including those with SEND.
- Extra-curricular activities are accessible for children with SEND.
- The school has designated quiet areas, sensory spaces and a pastoral base
- The school has an up-to-date accessibility plan which is considered each year and whenever there is building work.

10. How will Badsley Primary School prepare and support my child to join the school or transfer to a new setting or the next stage of education or life?

Preparing for next steps

Transition is a part of life for all learners, whether that involves moving to a new class or moving to a new school. SENCOs will liaise with staff at the new school to ensure information is passed on and links are made for further support if required. We recognise that transition is an important time for all children, but especially so for a child with SEND. Consequently, we work closely with parents, pupils and staff to ensure these transitions run as smoothly as possible. Planning for transitions with the school will take place in the summer term; arrangements for transition to secondary school for pupil with SEND will be planned according to individual need.

New pupils to Badsley Primary School

Foundation Stage staff will meet with FS1 providers prior to pupils starting school and an enhanced transition package is offered for all new starters. Concerns about particular needs will be brought to the attention of the SENCO. Where necessary the SENCO will arrange a further meeting with parents, previous setting, health visitor etc. If required, the SENCO will telephone previous FS1 setting to discuss individual pupil's needs.

When a child transfers to Badsley Primary from another school we endeavour to collect information about the child to ensure their needs are well met.

11. What interventions, equipment, resources may be allocated to match children's special educational needs?

At Badsley Primary School we value a huge range of interventions and resources to meet personal needs. Here are a few examples of how needs are supported.

- Individual Speech and Language programmes with bespoke resources from the speech and language therapist
- PECs and communication boards
- Visual timetables, emotion fans, now and next boards
- Socially speaking
- Next steps planning
- Visual and practical resources to support understanding
- Anxiety and anger gremlins interventions
- Emotional check ins and scaling e.g. feeling check in and 5 point scale
- Sensory resources to support regulation

12. How is the decision made about what type and how much support my child / young person will receive?

The school budget includes money for supporting children with SEN, which is considered as element 2 funding.

The Headteacher 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.

Where the needs of a pupil are more complex and element 1 and element 2 funding have been already been used and evaluated, we would then consider additional support through element 3 funding. This is top up funding from the Local Authority where a child has significant and complex needs.

The Headteacher and the SENCO discuss all the information they have about SEND in the school, including the children getting extra support already, the children needing extra support and the children who have been identified as not making as much progress as would be expected. From this information, they decide what resources/training and support is needed.

The school identifies the needs of SEN pupils on a SEN register which informs a provision map. 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 as effectively as possible.

13. How are parents involved in the setting / school? How can I be involved?

At Badsley Primary School, we value the importance of building positive relationships with parents and families within our school community. Mr Windle (Headteacher) and Mrs Billard (Deputy Headteacher) are available every morning to welcome you into school, alongside Mrs. West (Pastoral Lead) and Mrs Sharpe (School Business Manager).

Class teachers are usually available in the morning or after school for brief updates or queries.

ClassDojo can be used to communicate any updates or concerns and staff will reply to any messages within a reasonable time frame.

Where a pupil is identified as needing a SEND support plan or a SEND pupil profile, parents are given the opportunity to be part of the assessment and review process. Mrs Marsh and Mrs Hughes are available to contact via phone, text, do-jo or email and will get back to you as soon as possible. Parents will be invited to be part of the review process.

Children with key supporting adults identified will be offered a personalised handover as and when required.

Mrs West (Pastoral Lead) is available to speak with families in a morning or via the school office along with other members of their team who will greet you in the morning. Part of their role is to work closely with all staff, outside agencies and other organisations to improve opportunities for our children and their families.

14. Who can I contact for further information?

For further information, please contact the SENCOs by telephone on 01709 828665.

15. How can I make a complaint?

The school has a complaint policy and this can be found on the school's website (www.badsleyprimary.org) or a paper copy can be requested from the school office. All complaints will be dealt with in accordance with the complaints policy.

This report details our annual offer to learners with SEND. To be effective it needs the views of all parents/carers, pupils, governors and staff.

If you have any comments, please contact Mrs. Katie Marsh or Mrs. Amy Hughes (SENCOs)