



Local Offer for Special Educational Needs and Disability (SEND)

School/College Name:	Badgerbrook Primary School
Address:	Badger Drive Whetstone Leicestershire, LE8 6ZW
Telephone Number:	0116 2752353
Name of Headteacher:	Mrs J Andrews
Head teacher/Principal's contact details:	Badger Drive Whetstone Leicestershire, LE8 6ZW 0116 2752353 office@dsatbadgerbrook.org
Website address:	Badgerbrook Primary School – Learning, achieving and celebrating together
Facebook account details:	N/A
Twitter Feed details:	N/A
School/College Specialism:	Local Authority Maintained Primary School
Age Range of students (start and finish) to include Post 14 onwards where relevant):	4 – 11 Years
Date of Last Inspection:	January 2024
Outcome of last inspection:	RI

Does school/college have a specialist designated unit/additional learning support department?	No
Total number of students with special educational needs at college/setting :	42
Total number of students receiving additional top-up funding:	9



Badgerbrook Primary School is located in a Leicestershire village; it is welcoming and friendly to all members of the school community. It is a large mainstream primary school with four hundred and twenty pupils currently on roll, aged from 4 – 11.

[The Policy for Special Educational Needs and Disability \(SEND\)](#) and this Local Offer has been drawn up following the statutory requirements and guidance from the Department for Education and the Local Authority.

The school is part Discover Trust, recently joining in September 2024. As a result, Badgerbrook staff have opportunities to access and participate in local expertise, School to School Support and Continuous Professional Development (CPD) provision.

The kinds of special educational needs for which provision is made.

The government and Code of Practice (2014) define a child as having Special Educational Needs and Disabilities (SEND) if they have a need which is causing a significant impact on their learning or calls for specialist educational provision, greater than the majority of other pupils, at the same age. Their additional need continues despite the support that can be provided for all children.

These needs may include:

- **General Learning Difficulties** – those children where learning develops at a slower pace
- **Specific Learning Difficulties** – this could be Dyslexia (difficulties with reading, writing and spelling), or Dyspraxia (problems with co-ordination, movement and organization)
- **Speech and Language Difficulties**
- **Sensory or Physical Impairment**
- **Emotional, Social and Mental Health** – including ADD (Attention Deficit Disorder) and ADHD (Attention Deficit Hyperactivity Disorder)
- **Autistic Spectrum Disorder** (differences and disabilities in many areas including social communication, rigid thought and unusual sensitivity to sensory input)

The Children and Families Bill affects the way the children with SEND are supported in schools.

You can find out more by looking at Chapter 6 of the SEND

Code of Practice (2014), in this link:

[SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](#)

and Leicestershire's Local Offer:

[What is the Local Offer | Leicestershire County Council](#)





Identification and Assessment of those identified as having a Special Need:

If we suspect a child may have a Special Educational Need or Disability through our on-going observations, assessment and record keeping, then we first talk more to the child themselves and their parents / carers. In this initial informal meeting, the child, their parents and their class teacher are invited to share their opinions and discuss the child's strengths, areas of difficulty and hopes for the future.

This can be the starting point for future support planning.

We then use a graduated response detailed in the new **Special Educational Needs and Disability Code of Practice 2014** of "assess, plan, do, review". This is the **GRADUATED RESPONSE** and takes place like this:



Monitoring

This is when the parents and class teacher identify that the reason for the pupil continuing to fall behind academically and needing additional consideration and help on a regular basis, is because they have a special need. An **Initial Concerns Form** is completed and the school SEND Co-ordinator (Mrs D Kirby) will be made aware. The child's needs are still met via the usual adaption within the classroom, but the child is **monitored** in closer detail for a maximum of 2 terms before a decision is made for SEND Support.

How we make provision for pupils with special educational needs and when an Education Health and Care (EHC) Plan may be necessary:

SEN Support

After no more than two terms of monitoring, a child may then need a **SEN Support** if they are still not making expected progress, despite changes and further adaption in class. Parents, the child and their class teacher will meet again to review and agree to their child being recorded as having SEND. A **SEN Support plan** is then drawn up, which includes a passport, targets and details of the provision. The passport contains a summary of the pupil's strengths, difficulties and needs and provision contains no more than 4 specific, measurable, achievable and realistic targets. Moreover, it outlines appropriate support or intervention programmes and who will be the additional adult leading these, if required. The SENCo is also informed and provides a "**Provision Map**" of all the various interventions and support that may be appropriate across the school. (More detail is provided in sections (c) to (f) below).

If appropriate, outside agencies are consulted to offer specialist advice. These could be: Specialist Teaching Service (which includes the Learning Support Team, the Sensory Impairment Team, the Designated Advisory Teacher for Disability and the Autism Outreach Service). It might also be relevant to contact the Medical team (who may include the school nurse, the Speech and Language Therapists, the Physiotherapist, the Occupational therapist or the paediatrician). Additional agencies might include those attached to Social Services, such as those support groups triggered under Early Help, Outreach teachers from Special schools like Forest Way and a specialist on emotional, social and behavioural need from Oakfield Short Stay school.

If you would like to know more about how and when decisions are made about SEND Support please



contact your class teacher or SENCo (Details at the end of this report).

Top-up Funding –SEND Intervention Funding or Education, Health and Care Plans

If a child's needs are to the degree that their learning is very complex and/or severe and they are supported individually almost all of their time, then we may fill in an application for top-up funding. This can either be **SEND Intervention Funding**, for the short-term or we may ask the local authority to carry out an "**Education, Health and Care Plan Assessment**". This is a very detailed assessment based on views and assessments of parents/carers, the school and a range of professionals. The child then may be issued with a "**Education Health and Care Plan**". Parents have a right to ask the local authority to carry out these assessments themselves, although it is usually best if it can be carried out with the support of the school too. Education, Health and Care plans are only appropriate for a small number of children. Your school SENCo or an independent representative from the SEND Information Support Service (SENDIASS) will be able to help you on this.

At this stage alternative placement and transition to another school may be explored. Guide on the criteria for this are provided by the Local Authority and will be shared with you when appropriate.



How Badgerbrook Primary School evaluates the effectiveness of its provision for such pupils.

Formal and informal assessments are collected and looked at as a whole picture across the school by the teachers, Senior Leadership Team and the SENCo, each term. Teachers, Learning Support Assistants and children may be observed working by their teacher, the SENCo or an outside agency. This may help the teachers and parents to consider next steps, alternative approaches or whether the provision is still appropriate.

The SENCo then updates the provision across the school, looking at available adults, any changes in approach, and any training that is necessary, as well as any need to contact an outside agency.

Staff will also look at the number of children on the SEN Record as a whole and record any trends, including comparisons to National Expectations. These are discussed with the Senior Leadership Team and the SEN Governor if appropriate. There is a school plan of improvement that everyone is made aware of, including LSAs.

In addition, the SENCo attends regular meetings with other school SENCos each term to update and revise developments in Special Needs Education and Inclusion.

The governing body will also use its best efforts to ensure the best possible provision for inclusion and Special Educational Needs and Disabilities, in this school. All governors are aware of their responsibilities for inclusion issues and Special Educational Needs and Disability, and discuss the issues regularly. There is a nominated governor for Special Educational Needs and Inclusion, and they will help in the monitoring and evaluation of the provision particularly.



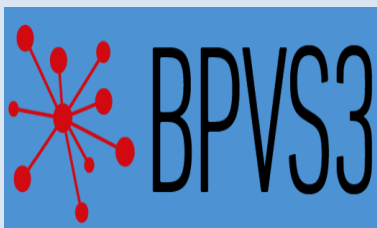
The arrangements for assessing and reviewing the progress of pupils with special educational needs

Badgerbrook's system for regularly observing, assessing and recording the progress of **all** children is used to monitor effective intervention for our children with SEND. The class teacher therefore judges progress and attainment **for all** the children based on target tracking, for Literacy and Numeracy especially. Their assessments will take into account not only their careful judgement from your child's work over time, but the records that follow the child through school from one class to another.

Moreover, there is more rigorous analysis made of the small steps of progress the pupils make with their learning if they are receiving SEN Support. This will look first at the SEND Provision targets that were set for the term and will measure progress against these targets and will be recorded.

Standardised tests are often used to measure specific progress or to investigate a pupil's need further.

The SENCo may be asked to conduct some further assessments made for reading, spelling, language, memory to investigate any barriers to learning, further. These will be conducted once a year, if relevant. (Here are some examples of assessments used).



If the child's progress or ability needs to be measured in the areas of speech or emotional or social skills then observations, questionnaires and responses to discussion may be used as an indicator.

The school's approach to teaching pupils with special educational needs

Our approach takes into account these important things:

- Ensuring the SEN and Disability Act and New Code of Practice and guidance from the local authority are implemented effectively across the school.
- Ensuring equal opportunity for, and to eliminate prejudice and discrimination against any children especially those with additional needs and considerations (see also the Equality Policy)
- Continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- Providing full access to the curriculum through differentiated planning by class teachers, SENCO, and support staff as appropriate.



- Providing specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having SEN Support or an Education, Health and Care Plan.
- Ensuring that pupils with additional needs are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.
- Ensuring that we are able to meet the needs of as wide a range as possible of children who live in our catchment area.
- Enabling children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of high school life and learning.
- Involving parents/carers at every stage in plans to meet their child's additional needs.
- Involving the children themselves in planning and in any decision making that affects them.

How Badgerbrook adapts the curriculum and learning environment for pupils with special educational needs

In order to progress a child with SEN usually requires some adjustments to the curriculum plan for the whole class and the environment.

This may involve:

- 1) Altering the learning objective – so the objective for your child may be slightly easier, it may have more or less steps, or leave out some of the social complexity (a first this.....then this....routine, for example works for many)
- 2) A change in teaching styles or strategies - the teacher may use more visual cues or have “talk partners” or a child acting as scribe, for your child to be able to access and understand the lesson.
- 3) Specific Resources – These may include more physical examples, a writing frame, additional word lists, cue cards, individual copies of the information, or a laptop to support writing

Title: _____	
You will need:	1. <input type="text"/>
	2. <input type="text"/>
	3. <input type="text"/>
	4. <input type="text"/>





- 4) Additional teacher/ adult time – within class, additional time may be necessary with an adult to check understanding of instructions, for example, or to assist with some physical needs

How Badgerbrook provides additional support for learning which is available to pupils with special educational needs

Having greater than average adult time and support

This may mean some classes have more time from a Learning Support Assistant, so they or the class teacher can provide the additional support. It may mean there are specific interventions or programmes of work that can be completed. These may be computer based. These usually require further training, either from the SENCo or an Outside Agency like the Speech and Language Therapists or the Learning Support Team. They may require additional resources and homework.



Having Specific Equipment

This may be an additional equipment to help with various skills such as a laptop, provided for writing work, or an ipad; or equipment like a sloped writing board or pencil grips to aid fine motor skills.

Activities which are available for pupils with special educational needs in addition to those available in accordance with the curriculum

All the children in our school have equal access to all opportunities. We provide a range of extra curriculum clubs that are open to all pupils. If a pupil has additional needs we will ensure that the necessary adjustments to trips and visits are made to enable them to take part in the activities. We always endeavour to make you aware of activities that are available externally for children with specific needs.

Support which is available for improving the emotional and social development of pupils with special educational needs.

The adults in our school work as a team to ensure that children are not only supported academically but supported emotionally and socially too. Moreover, there is a consistency of approach across the school so that the expectations are clear for all pupils. (More detail can be seen in our Behaviour and Mental Health and Wellbeing Policy).

For our SEND pupils, this may mean that, in class, they may be provided with additional incentives or targets to focus in on the areas they are working on. They may be provided with more explicit expectations and spend more time discussing social expectations with an adult.

If our children do need some additional intervention, they may take part in our social skills or social thinking groups, this may involve our popular “drumming group” or “Construction therapy”, or working with our LSAs



trained for Emotional and Social Needs (ELSA). They may be asked to attend lunch club, which is run every day by the SENCo or Learning Support Assistant as a “safe haven” at lunchtimes.

At times, it may be necessary to seek further advice from other professionals.

The name of and contact details of SEN Co-ordinator

The Special Educational Needs Coordinator at Badgerbrook Primary School is Mrs D Kirby.

She can be contacted via the school office:

office@dsatbadgerbrook.org Tel: 0116 2752353

Information about the expertise and training of staff in relation to supporting / teaching pupils with SEND and how is this specialist expertise will be secured.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. Training needs of staff are identified through the school’s self-evaluation process.

All teachers and support staff, on taking up a post, are made aware of the school’s SEND policy and will meet with the SENDCo who will explain the systems and structures in place around the school’s SEND provision and practice and discuss the needs of individual pupils.

The school’s SENDCo regularly attends SENCo Network meetings and local SENDCo meetings in order to keep up to date with local and national updates in SEND. The SENDCo achieved the Special Educational Needs Co-ordinator Award in 2017 and has undertaken further post-graduate training in teaching and assessing pupils with specific learning needs.

Badgerbrook works closely with the following services: Educational Psychology, Speech and Language Therapy, Visually Impaired and Hearing Impaired teams, Physiotherapy, Occupational Therapy and the Autism Outreach Team. Contact is made with the Social Services Department and the Educational Welfare Service as appropriate.

Moreover, the SENCo, in conjunction with Senior Staff, ensure that staff training and CPD is constantly reviewed and updated. The SENCo has received and will cascade lots of training, including specific interventions recommended by the Learning Support Team, Autism Outreach and other Outside Agencies. Staff will be kept up to date with training on specific Special Needs, and a note of current SEND training is kept with the SENCo.

Training for specific children’s needs are also organized where appropriate, for example, in specific interventions such as “Social Skills and Social thinking”, Spelling Buddies in Year 5 and 6.



Information about how equipment and facilities to support children and young people with special educational needs will be secured.

Badgerbrook School is fully compliant with the Disability Discrimination Act requirements. The school can offer easy access, disabled parking, ramps and an indoor lift is available for wheelchair users as well as a disabled toilet.

As a school we ensure wherever possible that equipment used is accessible to all children regardless of their needs. In addition to the school's curriculum we ensure that after-school provision and extracurricular activities are accessible to all children, including those with SEND.

In accordance with the Equality Act 2010 the school has an 'Accessibility Plan' and a policy for 'Supporting Pupils at School with Medical Conditions' including the administration of medication. Details can be found on our website [Badgerbrook Primary School – Learning, achieving and celebrating together](#)

Where equipment and facilities additional to, or different from, those already provided are required, the SENDCo contacts the relevant health agencies to ensure the appropriate equipment to support pupils' learning in school is available.

The arrangements for involving parents/carers

We are very keen to work in partnership with parents. If your child has SEN, then you will have an opportunity to see your teacher more often, including having an extra meeting set aside for you each term, to set up or update a Pupil Passport, to talk through your child's provision and to review whether additional support has been successful.

If your child's needs are recorded in a SEND Support plan or an Educational, Health and Care Plan that generates additional funding, then this will be formally reviewed with your opinion recorded each year and sent to the local authority.

The arrangements for the pupils themselves

The current SEN Support Plans are shared with the children and they are written to and for the children. Every child with SEN Support should understand their extra support and why they have it. Pupils with a Passport have a section to share with their voice heard, and teachers continue to strive, where possible, to include them in decision making about provision.

If their needs are more complex, SEN Support plans and Education Health and Care Plans allow pupils to be part of their own additional support by including them in the One Page Profile, and they are invited to express their opinion in the Annual Review of their additional provision and funding.

Arrangements for Complaints:

If you have any concerns, we encourage you to approach the school, and hope you feel welcome and able to discuss any concerns you have. Initially this could be a chat to your child's class teacher. If this doesn't resolve the situation you may wish to speak to Mrs Kirby (the SENDCo) or Mrs Andrews (the headteacher).



If the concern is not resolved at this stage, you should use the formal complaints procedure which can be found on the website.

How the governing body involves other bodies, (including health and social services bodies, local authority support services and voluntary organisations) in meeting the needs of these pupils and supporting their families.

Our Advisory Board invests time and effort to ensure the best education possible for all our children. They work in partnership with the teachers, the SENCo, and the senior staff to work out the best way of tackling the school’s current need and it’s constant strive to improve.

Access to outside agencies will be decided in a graduated way depending on need. A list of relevant services can be seen below with contact details. Additional information about referrals can be gained from the class teachers and SENCo.

Agency	Contact Info	
Specialist Teaching Service <ul style="list-style-type: none"> Autism and Learning Support Teams Sensory Impairment Team Specialist Teacher for Disability 	(0116) 305 9400	
Educational Psychologists Local Authority	(0116) 305 5100	
Medical – School Nurse Single Point of Access <ul style="list-style-type: none"> Speech and Language Therapist Occupational Therapist Physiotherapist Paediatrician 	(01530) 468560 (0116) 2252525	
Social Services Early Help	(0116) 3050005 (0116) 3058727	
SEND Information and Advice Support Team	(0116) 3055614	

The governors oversee the delegation of an SEN budget that can be negotiated. This may involve payment for access to services or money delegated for support and appropriate help.



The contact details of support services for the parents and carers

Information and support services for families can be accessed in the first instant by contacting the



school directly via email on office@dsatbadgerbook.org or by telephone on 0116 2752353.

If parents have concerns of a pastoral nature or day to day issues they should contact their child's teacher directly. If concerns are of a more educational basis or the concerns are about Special Educational Needs, parents should then contact the SENDCo, Mrs D Kirby via the school office, office@dsatbadgerbook.org or telephone the school office on 0116 2752353.

The SEND code of practice is available for downloading at
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Up to date information about Leicestershire's Local Educational Authorities Local Offer can be found at the following web address

http://www.leics.gov.uk/index/children_families/family/send.htm

Parents can also access support for their child via the SENDirect website www.SENDirect.com

This website advertises service providers who support parents/carers and educational settings of children with Special Educational Needs.

The arrangements for supporting pupils with special educational needs in transferring between phases of education.

The school recognises that transitions can be difficult for a child with SEND, and staff take steps to ensure that any transition is as smooth as possible.

If a child is moving to another school, the SENDCo contacts the new school's SENDCo to ensure they understand the special arrangements or support required by the pupil. All required pupil records are passed on as soon as possible.

When children with SEND move classes in school, information is passed on to the new class teacher in advance and the SENDCo ensures that Pupil Passports and targets are shared.

The Early Years Foundation Stage (EYFS) teachers visit new starters to the school in their early years setting during the summer term before admission. Parents and Early Years providers are asked to provide details about their pupil's progress, strengths, weaknesses and any Special Educational Need or Disability. Where there has been involvement with the Early Years team, a transition meeting is planned with the parents, teacher and SENDCo prior to the pupil starting school.

In Year 6 the SENDCo will discuss the specific needs of a pupil with the SENDCo of the pupil's secondary school. The SENDCo and/or the Inclusion Manager from the named secondary school is invited to the Annual Review of a pupil with an EHCP. This meeting is held in the Autumn Term preceding the transfer.

In the term before transfer, the secondary SENDCo meets with the Year 6 teachers, Year 6 children with SEND and Badgerbrook SENDCo to discuss and prepare for transition. Pupils with SEND make additional visits to their new setting to help them prepare for transition so that they know where they can go to ask for help and meet staff who will be supporting them.



Pupils are supported to ensure they understand the changes ahead. Where possible a pupil visits their new school on several occasions, and in some cases staff from the new school visit a pupil in this school.

Information on our contribution to the publication of the local authority's local offer.

Badgerbrook has published the school's SEND information on the school's website and details can be found within the SEND section on the Policies page under "Local Offer". The school aims to help children, young people, and parents/carers to find information and support as smoothly as possible. This information will therefore be accessible to children, young people and their parents/carers directly from our school website at: [Badgerbrook Primary School – Learning, achieving and celebrating together](#)

From September 2014 Leicestershire Local Authority publishes a Local Offer. This has two key purposes:

- To provide clear, comprehensive and accessible information about the available provision and how to access it.
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN and service providers in its development and review.

Up to date information about Leicestershire's Local Educational Authority's Local Offer can be found at the following web address

<http://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>