

BATTLE PRIMARY ACADEMY

SEND Information Report - 2026–2027

Name of Policy	SEND Information Report
Compiled by SENDCo	Mrs Sue Podolska
Approved by	Principal
Last reviewed	October 2026
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Introduction

This report explains how Battle Primary Academy implements its SEND policy in practice. It is designed to help families understand how Special Educational Needs (SEN) support works in our school, what support may be available, and whom to contact if they have concerns.

Battle Primary Academy is an inclusive mainstream primary school. We welcome and celebrate diversity and aim for every pupil to belong, participate and achieve.

This report should be read alongside the Thames Learning Trust SEND Policy, Battle Primary Academy Accessibility Plan, Supporting Pupils with Medical Conditions Policy, Behaviour Policy, Attendance Policy, Safeguarding and Child Protection Policy, Equality information and objectives, Complaints Policy and the Reading SEND Local Offer.

If any term in this report is unfamiliar, a glossary is included at the end.

1.1 The kinds of SEND that are provided for at Battle Primary Academy

What types of SEND does Battle Primary Academy provide for?

Battle Primary Academy supports pupils whose needs fall within the four broad areas identified in the SEND Code of Practice. A pupil may have needs in more than one area and these needs may change over time.

- **Communication and interaction** – including speech, language and communication needs, autism and social communication needs.
- **Cognition and learning** – including general learning difficulties, specific learning difficulties such as dyslexia and dyscalculia, as well as memory and processing difficulties.
- **Social, emotional and mental health** – including needs that may affect emotional regulation, attention, anxiety, relationships, engagement and participation.
- **Sensory and/or physical** – including visual or hearing impairment, physical disability, sensory processing needs and other needs affecting access to learning.

Provision is based on the individual pupil and the barriers they experience, rather than solely on a diagnosis or label. The school will make reasonable adjustments to teaching, the curriculum and the learning environment, where required.

1.2 Identifying pupils with SEND and assessing their needs

What should I do if I think my child may have SEND, and how will the school know?

If you think your child may have SEND, the first person to speak to is your child's class teacher. We will listen to your concerns, discuss their strengths and difficulties and agree appropriate next steps with you. The class teacher might involve the SENCo to support with identification and / or strategies.

We aim to identify additional needs as early as possible. When a pupil joins the school, we consider information from parents and carers, previous schools or early years settings, assessment records, health or other professionals and the pupil themselves.

Teachers assess and monitor pupils' attainment, progress and wider development as part of normal classroom practice. Further assessment may be considered where progress is significantly slower than that of pupils from a similar starting point or where analysis of intervention demonstrates that their attainment gaps are not closing, or, where there are wider difficulties with communication, interaction, emotional regulation, independence, participation or physical access becoming more apparent.

Our first response to emerging difficulty is high-quality, adaptive teaching targeted to the identified area of need. If concerns remain, the class teacher will discuss the pupil with the SENDCo and parents or carers. Additional assessment or advice from external professionals may be sought where appropriate.

Slow progress or low attainment does not automatically mean that a pupil has SEND. We consider other possible barriers including attendance, health or medical needs, bereavement, family circumstances, disadvantage, safeguarding concerns, emotional wellbeing and interrupted schooling.

Because many pupils at Battle speak English as an additional language, staff take particular care to distinguish between SEND and needs that arise primarily from learning English. Language development, previous educational experience and progress over time are considered carefully.

The school also uses a cause-for-concern process, where appropriate, so that emerging needs can be monitored, adaptations tried and further evidence gathered before a decision is made about placement on the SEND register.

If the school decides that a pupil requires SEN Support, parents/ carers will be informed and the pupil will be recorded on the SEND register. Support then follows the graduated approach of Assess – Plan – Do – Review.

1.3 Consulting and involving pupils and parents

How will my child and I be involved in decisions?

Parents and carers know their children well and are important partners in identifying needs, agreeing outcomes and reviewing provision. Where concerns arise, the class teacher will discuss these with parents or carers and the SENDCo may become involved where appropriate

- Parents and carers can share information about their child's strengths, needs, interests and aspirations
- They will be involved in discussing concerns, agreed outcomes and the support or adjustments to be provided
- They will be invited to review progress and the impact of provision and to discuss any changes in need
- Where appropriate, parents will be involved in decisions about referrals to external professionals

Pupils will be involved in decisions in a way that is appropriate to their age, understanding and communication needs. Depending on the pupil, this may include attending part of a review meeting, talking with a trusted adult, completing a pupil-view questionnaire, using drawings or other supported communication, or contributing directly to targets and outcomes.

Pupils with an Education, Health and Care Plan (EHCP) and their families will be involved in the statutory Annual Review process.

1.4 Assessing and reviewing pupils' progress towards outcomes

How will the school measure my child's progress?

Battle Primary Academy uses the nationally recognized Graduated approach of Assess – Plan – Do – Review.

Assess: the class teacher, supported by the SENDCo where appropriate, gathers information about the pupil's strengths and areas of need. Evidence may include assessments, observations, work, discussions with the pupil and family and advice from external professionals, where appropriate

Plan: clear outcomes are agreed and the provision, reasonable adjustments, interventions or resources needed to work towards them are identified. Parent/carers and pupil views are considered.

Do: the class teacher remains responsible for the pupil's learning and progress, including when the pupil receives additional support from a teaching assistant, intervention teacher or external professional. Additional provision should connect closely with classroom teaching and promote independence.

Review: the impact of provision is reviewed regularly. This may include academic progress and attainment, communication, emotional wellbeing, regulation, independence, participation, attendance, pupil voice, parent feedback and intervention data.

Where an intervention is used, the school will normally establish a starting point or baseline so that impact can be reviewed. If the support is effective it may continue, be refined or be stepped down. If progress remains limited, the plan may be changed and further assessment or specialist advice considered.

For pupils with an EHCP, progress towards the outcomes in the plan is reviewed formally through the Annual Review process.

1.5 Supporting pupils moving between phases

What support is available when my child moves class or school?

We recognise that transition can be particularly important for pupils with SEN. When a pupil joins Battle, we aim to gather relevant information from parents, previous settings and professionals so that appropriate support can be planned as early as possible.

When pupils move between year groups, relevant SEND information, successful strategies, reasonable adjustments and current provision are shared with the receiving teacher. Additional transition support may include extra visits, visual materials, opportunities to meet new staff or a personalised transition plan.

For transition to secondary school, the SENCo liaises with the receiving school and ensures that relevant SEND information is transferred securely and in good time. Additional transition arrangements may be planned where needed. Where a pupil has an EHCP, transition planning forms part of the Annual Review process.

1.6 Our approach to teaching pupils with SEND

How will teaching be adapted for my child?

The starting point is high-quality teaching that is adapted to meet individual needs. Class teachers are responsible for the progress and development of every pupil in their class, including pupils with SEND. Adaptations might include:

- Targeted scaffolding and modelling and chunking into smaller steps
- Pre-teaching and explicit teaching of key vocabulary
- Visual supports and adapted resources
- Additional processing time, repetition and overlearning
- Changes to seating, grouping or classroom organisation
- Alternative ways to record or demonstrate learning
- targeted intervention, where appropriate

Where additional adult support is provided, the aim is to promote access, participation and increasing independence rather than dependence on an adult.

1.7 Adaptations to the curriculum and learning environment

How will the curriculum and environment be made accessible?

We make reasonable adjustments to help pupils with SEND access learning and participate in school life. These may include adaptations to teaching approaches, resources, equipment, communication methods, routines, transitions, sensory demands, recording expectations or the physical environment.

Where appropriate, pupils may have access to a quieter space within the class, specialist resources or personalised arrangements. For pupils with more complex needs, the school may seek advice from external professionals to identify suitable adaptations.

Battle Primary Academy occupies a Grade II listed building on a sloping site. Ground-floor levels are wheelchair accessible and reception is accessed via a ramped walkway. Where physical accessibility is a concern, families are encouraged to contact the school so that reasonable arrangements can be discussed in advance. As a listed building, there are only limited adjustments that can be made to the environment – these will be discussed with parents.

The school's Accessibility Plan sets out how we aim to increase participation in the curriculum, improve the physical environment, where reasonably possible, and improve access to information for disabled pupils.

1.8 Additional support for learning

What additional support might my child receive?

Where high-quality classroom teaching and reasonable adjustments are not sufficient, additional targeted support may be provided, depending on funding and staffing. This may include individual or small-group intervention, additional adult support, specialist programmes, adapted resources or advice from external professionals.

Support is matched to the pupil's identified needs and is reviewed for impact. The class teacher remains responsible for the pupil's progress and for ensuring that additional provision links to classroom learning.

Pupils receiving SEND provision will be recorded on the SEND register, where appropriate. If a pupil's needs cannot be adequately met through school-based SEND support, the school may seek further specialist advice or consider whether an Education, Health and Care Needs Assessment is required.

1.9 Expertise and training of staff

Which staff will support my child, and what training do they have?

The SENDCo at Battle Primary Academy is Mrs Sue Podolska. She is a qualified teacher and has extensive experience in mainstream primary education, dyslexia assessment, senior leadership and SEND coordination. She holds the NASENCo qualification for SEND Co-ordination (Oxford Brookes University), she is a qualified Triple P Parenting Course practitioner and holds post graduate qualifications in supporting pupils with special educational needs.

Staff at Battle have completed the Elklan Speech and Language support qualification and have completed courses in Adaptive teaching, Intensive interaction, Autism support and additional short courses related to the support of pupils in school.

Class teachers are responsible for pupils with SEND in their class and are supported by the SENDCo. Teaching assistants and other support staff work under the direction of teachers and leaders to deliver agreed support and interventions.

Battle Primary Academy is committed to developing staff knowledge and confidence in meeting pupils' needs. Training may include speech, language and communication; autism and social communication; adaptive teaching;

literacy and dyslexia; emotional regulation and mental health; sensory needs; physical and medical needs and safeguarding vulnerabilities associated with SEND.

Where a pupil has a particularly specific or complex need, the school may seek specialist training or advice from an appropriate external professional.

1.10 Securing equipment, facilities and resources

How will resources be secured for my child?

The school will consider what additional staffing, equipment, resources, training or environmental adaptations may reasonably be required to support a pupil with SEND. These might include specialist seating or furniture, visual or communication resources, sensory resources, assistive technology, adapted recording equipment, mobility or access equipment, or resources recommended by health or specialist professionals.

Where specialist equipment, significant adaptations or additional expertise are required, the school will work with parents, the local authority and relevant professionals to consider what is appropriate and how provision can be secured. Funding arrangements will depend on the pupil's needs and the applicable school and local-authority funding routes.

1.11 Evaluating the effectiveness of SEND provision

How will the school know whether support is helping?

We regularly review the effectiveness of SEND provision. This may include:

- Tracking pupils' progress and attainment
- Reviewing progress towards individual outcomes
- Evaluating the impact of interventions
- Monitoring provision through learning walks, work scrutiny and discussion with staff
- Reviewing Individual Support Plans and provision records
- Gathering pupil voice and parent/carers feedback
- Holding Annual Reviews for pupils with EHCPs
- Reviewing attendance, participation, behaviour and wider outcomes where relevant

Where provision is not having the intended impact, it will be adapted, replaced or supplemented with further assessment or specialist advice.

1.12 Enabling pupils with SEND to engage in activities

How will my child be included in trips, clubs and wider school life?

We are committed to ensuring that pupils with SEND can participate as fully as possible in the wider life of the school, including trips, residential visits, clubs, enrichment activities, performances, assemblies, sport and community events.

Reasonable adjustments may include additional adult support, adapted resources, changes to routines, alternative access arrangements, sensory considerations or personalised risk assessments. Decisions are made individually, taking account of the pupil's needs, safety and the reasonable adjustments that can be put in place.

1.13 Support for improving emotional and social development

How will the school support my child's mental health and emotional and social development?

Some pupils with SEND may need additional support with emotional wellbeing, relationships, regulation, confidence or participation. Support may include pastoral support from familiar adults, emotional literacy or regulation work, social communication support, structured transition, access to calm spaces within their class, small-group or individual interventions and referral to external services where specialist advice is required.

Pupils are encouraged to share their views and identify what helps them feel safe, included and ready to learn. Staff recognise that behaviour may sometimes communicate an unmet need and will consider possible underlying barriers alongside the school's behaviour expectations.

Pupils with SEND are included in the school's wider safeguarding, behaviour and anti-bullying arrangements. Any bullying concerns should be addressed in line with the school's Behaviour and/or Anti-Bullying procedures.

1.14 Working with other agencies

Which external professionals might be involved?

Where additional specialist assessment or advice is required, Battle Primary Academy may work with services such as:

- Speech and Language Therapy
- Educational Psychology
- Occupational Therapy and Physiotherapy
- Paediatric and school nursing services
- CAMHS and mental health support services
- Social care
- Attendance and education welfare services
- Other relevant health, local authority or voluntary-sector services

Parents and carers will normally be involved in decisions about referrals and information sharing. Recommendations from professionals are considered as part of the pupil's graduated support and reviewed for impact.

1.15 Admissions for pupils with SEND or a disability

How does the school make sure admissions arrangements are fair?

Battle Primary Academy follows the admissions arrangements that apply to the school. Pupils with SEND but without an EHCP are considered under the same published admissions arrangements as other pupils and are not unfairly disadvantaged because of SEND or disability.

Where Battle Primary Academy is named in a final EHCP, the statutory arrangements for admission of pupils with EHCPs apply. The school will work with the local authority as required by the Children and Families Act 2014 and the SEND Code of Practice. The school does have a responsibility to assess the level of need and ensure the safety and learning of its existing pupils are taken into consideration.

1.16 Support for disabled pupils

How does the school support pupils with disabilities?

The school seeks to prevent disabled pupils from being treated less favourably than other pupils and makes reasonable adjustments where required. Adjustments may relate to teaching, communication, equipment, auxiliary aids and services, routines, access arrangements or the physical environment.

Because the school occupies a Grade II listed building on a sloping site, some physical adaptations may require careful planning. Families are encouraged to discuss access needs with the school so that reasonable arrangements can be considered in advance.

The school's Accessibility Plan explains how the school plans to improve curriculum access, the physical environment and the availability of accessible information.

1.17 Looked-after and previously looked-after pupils with SEND

What additional support is in place for children who are or have been in care?

The Designated Teacher for looked-after and previously looked-after children will work with the SENDCo so that staff understand how a pupil's circumstances and SEND may require additional support for teaching, learning, wellbeing and provision.

Looked-after pupils will also have a Personal Education Plan (PEP). Where a pupil also has an Individual Support Plan, SEN Support plan or EHCP, the school will aim to ensure that these plans are consistent and complement one another.

1.18 Complaints about SEND provision

What should I do if I have a complaint?

We aim to work collaboratively with families and resolve concerns as early as possible. Parents or carers with concerns about SEND provision should normally speak first with the class teacher and/or SENDCo.

If a concern cannot be resolved informally, parents may use the Thames Learning Trust complaints procedure. Formal complaints should be made in accordance with the Trust's published Complaints Policy.

1.19 Support services for parents and carers

What support is available for me and my family?

Families can access information, advice and support through Reading Borough Council's SEND Local Offer, SENDIASS, health and therapy services, voluntary and community organisations and national SEND organisations.

1.20 Contact details for raising concerns

Who should I contact?

The first point of contact is the pupil's class teacher. Parents and carers may also contact:

SENDCo: Mrs Sue Podolska. Tel: 0118 937 5421. Email the school office: admin@battleprimary.co.uk. Address: Battle Primary Academy, Cranbury Road, Reading, RG30 2TD

Where a concern relates to wider school provision, parents may also contact the Headteacher through the school office.

1.21 Reading Local Offer

Where can I find information about SEND services in Reading?

Reading Borough Council publishes a SEND Local Offer explaining the education, health, social care and support services available for children and young people with SEND and their families.

Battle Primary Academy contributes to the Local Offer by setting out the support and provision available within the school. The Reading SEND Local Offer includes information about education and SEND support, health services, social care, short breaks, family support, SENDIASS, advocacy and preparing for adulthood.