



**SEN Information Report / Local Offer Submission 2021/22**

---

Please submit your responses to [localoffer@reading.gov.uk](mailto:localoffer@reading.gov.uk)

This form has been designed to bring together the local authority's requirement for all settings/schools as well as give individual settings autonomy on how they deliver these expectations.



**School Name:** Battle Primary Academy

**Address:** Cranbury Road, Reading, RG30 2TD

**Telephone:** 01189 375 421

**Email:** [admin@battleprimary.co.uk](mailto:admin@battleprimary.co.uk)

**Website:** <https://www.battleprimary.co.uk/>

**Ofsted link:**

[https://www.battleprimary.co.uk/\\_site/data/files/documents/7B3C70377E5808B9D7A2DF909266769E.pdf](https://www.battleprimary.co.uk/_site/data/files/documents/7B3C70377E5808B9D7A2DF909266769E.pdf)

**Head teacher:** Mrs Louise Burridge

**SENCo:**

**Name:** Catherine Hudson

**Contact:** 01189 375 421 or [admin@battleprimary.co.uk](mailto:admin@battleprimary.co.uk)

**Date of latest Accessibility Plan:** February 2018 Grade II listed building with limited accessibility

**Date completed:** June 2021

**By whom:**

**Name:** Catherine Airey

**Role:** Deputy Principal

Government Legislation requires all schools to publish the SEN Information Report / Local Offer (clause 65 of the Children’s Act). This report is co-produced by the Headteacher, Governor’s and parents. It is a lengthy document and its aim is to outline the provision that the school provides for children with SEND.

**General Statement - We are an inclusive school that welcomes and celebrates diversity. There is a wealth of expertise within the school to support the wide range of needs of the pupils at Battle Primary Academy. Strong links exist between ourselves and external agencies who offer advice and support for more specific needs. Collaboration with local schools further supports the capacity of the school to meet the needs of all. Frequent training for all staff ensures that the whole school community is ably equipped to support the current needs of our children.**

Regulations		School Response	
1	<b>The kinds of special educational needs for which provision is made at the school</b>	Do you have children with SEND in your school?  What kinds of SEND do those children have?	There are a range of SEND needs at Battle Primary. These include the following areas: <ul style="list-style-type: none"> <li>• communication and interaction</li> <li>• cognition and learning</li> <li>• social, emotional and mental health difficulties</li> <li>• sensory/physical needs.</li> </ul>
2	<b>Information related to mainstream schools about the school’s policies for the identification and assessment of pupils with SEND</b>	How do you know if a pupil has SEN?  How will I know if my child is receiving SEN support?	A child will be identified as having SEND if they need significant and additional support over a period of time. All decisions made around placing a child on the SEND register will be made in conjunction with parents. The methods to identify these children will be through the following identification processes: <ul style="list-style-type: none"> <li>-Data-all children’s progress is regularly monitored by the class teacher, senior leaders and the SENDCo so that those who are not making progress can be quickly identified and the reasons for this analysed</li> <li>-If a teacher feels additional support is required for a child, he/she will consult with the SENDCo.</li> <li>-Parents are equally encouraged to raise any SEND concerns they have about their child with the class teacher/SENDCo.</li> </ul> A cause for concern register is in place for those children where concerns have been raised and further actions are required before the decision is made to place on the SEND register. External agencies and experienced in-house staff will offer advice and support to parents, where appropriate. When it is necessary, assessments by specialists are carried out and information ascertained from these used to support your child with their learning. Reports are shared with all parties involved. Staff attend courses and ensure they have up-to-date knowledge and skills to offer the best support to your child.

3.	<b>Information about the school's policies for making provision for pupils with SEND whether or not pupils have EHC plans</b>	Where can I find information about the school SEN Policy?	The school SEND policy is on the school website and a hard copy can be requested from the school. This contains information about how SEND needs are identified and how your child will be supported.
3a.	<b>How the school evaluates the effectiveness of its provision for such schools</b>	<p>How do you make sure that the SEN provision is helping pupils make better progress?</p> <p>How do you check other outcomes for children with SEND, such as independence and well-being?</p>	SEND provision is monitored in several ways. Whole school data analysis on a termly basis looks at the progress and attainment of SEND children, intervention data is also analysed as part of this. As a result, provision may then be altered. Individual targets for SEND children are also set and reviewed, in conjunction with parents, on a termly basis. Outcomes from the above monitoring will then inform future provision.
3b.	<b>The school's arrangements for assessing and reviewing the progress of pupils with special educational needs</b>	<p>How do you check and review the progress made by pupils with SEN?</p> <p>How will I find out about the progress my child is making?</p> <p>How will I be involved in those reviews? Who else will be there?</p>	The school adopts the assess, plan, do, review model as set out in the SEND Code of Practice. All children on the SEND register have an IEP (Individual Education Plan) where termly targets are set and reviewed with parents. If an outside professional has been involved in assessing your child, then there will be the opportunity for a parent meeting. The school has an open door policy so parents are very welcome to have informal conversations with class teachers more frequently than the termly formal reviews.
3c	<b>The school's approach to teaching pupils with SEND</b>	<p>How do your teachers help pupils with learning difficulties or disabilities to learn?</p> <p>How can I find out more about</p>	Class teachers plan lessons according to the specific needs of the children. Learning tasks are adjusted in order to enable the child to access learning as independently as possible. Specific resources and strategies are used to support children individually and in groups. Planning and teaching are adapted regularly to meet learning needs and improve access to learning.

		what my child is learning at the moment?	
<b>3d</b>	<b>How the school adapts the curriculum and learning environment for pupils with SEND</b>	<p>How have you made the school buildings and site safe and welcoming for pupils with SEN or disabilities?</p> <p>How will the curriculum be matched to my child's needs?</p>	<p>The building is Grade II heritage listed and there is an Accessibility Plan in place to support children with SEND.</p> <p>Class teachers plan for the needs of all children and will make necessary adaptations to the curriculum to support SEND needs.</p>
<b>3e</b>	<b>Additional support for learning that is available to pupils with SEND</b>	<p>Is there additional support available to help pupils with SEND with their learning?</p> <p>How are the school's resources allocated and matched to children's special educational needs?</p> <p>How will I know if my child is getting extra support?</p> <p>How is the decision made about how much/what support my child will receive?</p>	<p>Additional support in the classroom will be planned for by the class teacher and can take many forms i.e. types of resources used to support learning, how adults are used etc.</p> <p>Children with additional needs have access to a variety of intervention programmes to support their learning if this is appropriate. These will be matched closely to the individual targets that have been set for this child and shared with parents. Intervention and support is reviewed termly and support may be altered depending on the outcomes for that term.</p>
<b>3f</b>	<b>Activities that are available for pupils with SEND in addition to those available in accordance with the curriculum</b>	<p>What social and extra-curricular activities are available for students with SEND?</p> <p>How can my child and I find out about these activities?</p>	<p>All children are included in all parts of school life and we aim for everyone to be included on school trips. A risk assessment is carried out prior to any off site activity to ensure everyone's health &amp; safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.</p> <p>Extra-curricular activities are open to all children and details of these can be found within the regular school newsletter.</p>

		How will my child be included in activities outside the classroom, including school trips?	
3g	Support that is available for improving the emotional and social development of pupils with SEND	What support will there be for my child's overall well-being?	The school's SENDCo who is also the Inclusion Manager oversees emotional and social well-being, alongside the class teacher. The school has a flexible approach to supporting children with these needs. Social groups take place for some, whilst others benefit more from a more individualised, one to one programme. This may take the form of sessions with an ELSA.
4.	In relation to mainstream schools, the name and contact details of the SEN Co-ordinator	Who should I contact if I want to find out more about how the school supports students with SEND?  What should I do if I think my child may have a special educational need or disability?	The SENDCo can be contacted for further information about how we support children with SEND. <b>Catherine Hudson</b> - 01189 375 421 or <a href="mailto:admin@battleprimary.co.uk">admin@battleprimary.co.uk</a>
5.	Information about the expertise and training of staff in relation to children and young people with SEND and how specialist expertise will be secured	What training have the teachers and other staff who support children and young people with SEND had?	Class teachers and support assistants receive regular training based on teaching and learning priorities. Regular specialist SEND training is also provided and this has included: Therapeutic thinking training, supporting children with ASC and scaffolding learning for increased independence for children with SEND.
6.	Information about how equipment and facilities to support children with SEND will be secured	What happens if my child needs specialist equipment or other facilities?	Support and guidance from outside professionals will be sought if any specialist equipment is needed for a child.

7.	<b>The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child</b>	<p>How will I be involved in discussions about and planning for my child's education?</p> <p>How will you help me to support my child's learning?</p>	<p>Parents may make an appointment to meet with the class teacher/SENDCo at any point during the school year. All parents have a formal opportunity to meet with the class teacher at Parents' evenings in the Autumn and Spring Terms. Written reports are given to parents in the summer term. Parents of children with an IEP/EHCP will have regular review meetings.</p>
8.	<b>The arrangements for consulting young people with SEN about, and involving them in their education</b>	<p>How will my child be involved in his/her own learning and decisions made about his/her education?</p>	<p>IEPs and EHCP are written in partnership with children and their parents.</p>
9.	<b>Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school.</b>	<p>Who can I contact for further information?</p> <p>Who can I contact if I am not happy about the SEN provision made for my child?</p>	<p>The school's complaints policy outlines the procedures to follow if parents are unhappy with the SEND provision for their child. This is available on the school website and a hard copy can be obtained from the school office.</p>
10.	<b>How the governing body involves other bodies including health and social care, LA support services and voluntary organisations, in meeting the needs of pupils with SEND and in</b>	<p>Who else provides services in school for children with SEN or disabilities?</p> <p>How can my family get support from these services?</p>	<p>The school provides Educational Psychologist support for those children who are identified as requiring this. A speech and language therapist offers support on a regular basis. The mental health support team provides a range of support services that are identified through termly mental health surgeries. CALT (cognition and learning team) work closely with the school and offer individual child assessments and bespoke learning programmes. The sensory consortium and the occupational therapy services are accessed as and when required. The Inclusion manager can offer expertise in a range of behavioural and emotional areas for both parents and children. The school receives regular updates from other services in the local area that can be signposted to parents. These are publicised on the</p>

	supporting the families of such pupils		school noticeboard.
11.	The contact details of support services for the parents of pupils with SEND including those for arrangements made in accordance with clause 32.	Who should I contact to find out about other support for parents and families of children with SEN or disabilities?	The SENDCO (Inclusion Manager) can be contacted for details of further support services. Reading IASS offers independent support and advice for parents (0118 9373421 or <a href="mailto:iass@reading.gov.uk">iass@reading.gov.uk</a> )
12.	The school's arrangements for supporting pupils with SEND in transferring between phases of education	How will you help my child make a successful move into the next class or secondary school or other move or transition?	A thorough transition plan supports all children moving into new classes. This includes opportunities for children to spend time with their new teacher and for professional meetings to take place between staff. Those children that are identified as having greater need will begin transition much earlier and create a transition book to support the change. Children moving onto secondary school will have visit days alongside visits from staff to meet them within their current setting and to meet with class teachers to pass on information such as SEND needs. Additional transition sessions are provided by some of the secondary schools for more vulnerable children. New parents and children are invited to visit the school before their start date. Home visits are offered for all new intake children. Information is shared between outside agencies that may be involved with children prior to starting school and staff will visit preschool settings to observe children with SEND needs and discuss their needs with current staff.
13.	Information on where the LA's SEN Information Report / Local Offer is published ORDINARILY AVAILABLE statement - Provision the local authority expects to be made available by	Where can I find out about other services that might be available for our family and my child?	The authorities SEND information can be found at: <a href="http://www.servicesguide.reading.gov.uk">www.servicesguide.reading.gov.uk</a>

	<b>schools, early years and post-16 providers)</b>		
<b>14.</b>	<b>Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review</b>	<p>What opportunities will we as parents and our child have to review our child's progress towards the agreed outcomes?</p> <p>How often will these reviews happen?</p>	<p>Termly meeting with the class teacher will allow for targets to be reviewed and set. Children with an EHCP plan will have a multi- professional review once a year in addition to the termly meetings with the class teacher. EHCP reviews may take place more frequently if there is a change in circumstances.</p> <p>Those children who are under speech and language will also receive regular feedback from the therapist about the progress their child is making.</p>

<b>15</b>	<b>Who can I contact for further information?</b>	Catherine Hudson - 01189 375 421 or admin@battleprimary.co.uk
	<b>What is the complaints procedure?</b>	Please see the complaints policy on the school website

<b>Our external partners are</b>
<b>Local Authority Educational Psychologist</b>
<b>Speech &amp; Language Therapist</b>
<b>Occupational Health</b>
<b>Community Nurse</b>
<b>Cranbury College Behaviour support team</b>
<b>Cognition and Learning Team</b>
<b>ASC Outreach Teacher</b>
<b>Sensory Consortium</b>

In the space below, include any additional provision/resources developed in the year (e.g. physical/environmental/training for staff etc.)

<b>Is there any additional provision you have developed during the year?</b>	
--	--

<b>Has the school added a link to the SEN Information Report /Local Offer on the Reading Services Guide and a link to the SEN Information Report on the School's own website?</b>	<a href="https://servicesguide.reading.gov.uk/kb5/reading/directory/family.page?familychannel=3">https://servicesguide.reading.gov.uk/kb5/reading/directory/family.page?familychannel=3</a>  <a href="https://www.battleprimary.co.uk/page/?title=SEN&amp;pid=33">https://www.battleprimary.co.uk/page/?title=SEN&amp;pid=33</a>
---	--