



Special Educational Needs and Disabilities (SEND) Information Report

2021-2022

Date of review: Autumn 2021	Policy Manager: SENDCo
Review Cycle: Annually	Date of next review: Autumn 2022

This report gives you information about our school and its SEN Provision. It aims to address the fourteen most frequently asked questions regarding SEND.

Great Ballard is an independent day and boarding school for boys and girls aged 2-13. Our children are encouraged to reach their potential in a wide ranging curriculum regardless of strengths, weaknesses, race, creed or gender.

We value every child; whatever their individual needs may be and pride ourselves in the fact that each child will be able to find areas of strength and interest within the school curriculum.

How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

The progress of all pupils is monitored continuously by the subject teachers, the Senior Leadership Team and SENCo to identify whether a child is not making the expected progress in a particular area of learning. If this is the case, a meeting will be arranged to discuss this further with the class teacher and/ or SENCo, when appropriate.

Should you have any concerns about the development, progress or well-being of your child, please do not hesitate to make contact with your child's class teacher. They will always listen to your concerns so that together, you can decide how best to support your child and plan what to do next.

If appropriate, the class teacher may refer you to the school SENCO who has responsibility for providing guidance in the area of SEND in order to secure high quality teaching and the effective use of resources.

The school SENCO is Sally Brooks

Tel: 01243 940608

s.brooks@greatballard.co.uk

It is important however, to remember that there are many reasons why children experience difficulties and it does not necessarily mean that they have Special Educational Needs. Many children need short periods of extra support to help them at different points of their learning.

How will school staff support my child?

The school adopts a graduated approach to meet the needs of all learners. We use the process:

1.Assess 2.Plan 3.Do 4.Review

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have Special Educational Needs. The class teacher is responsible for working with our children on a daily basis and liaising with parents, the SENCO and, where appropriate, external agencies in planning effective provision.

Children who are not making expected progress are identified and strategies are put in place to help them move towards their targeted outcomes.

All aspects of our children's learning and development, academic, emotional and social, are discussed at staff meetings and senior leadership team meetings both of which are held weekly.

If your child's needs are more complex and your child has an Education, Health Care Plan (EHCP); Educational Psychologist report or Level 7 Specialist Teacher Report, they will be supported at Great Ballard through a range of more long term interventions, depending on their needs. These may include one or a combination of provisions which can include: 1:1 tuition/ Catch up; 1:1 support in the classroom; 1:1 Literacy/ Numeracy lessons focusing on the individual needs of the child; support of outside agencies (agreed by parents and the SENCO where appropriate).

How will the curriculum be matched to my child's needs?

All pupils at Great Ballard have access to a broad and balanced curriculum. Pupils with learning difficulties will be working towards the same goals however, work will be differentiated accordingly to enable your child to make progress.

Teaching and support staff make reasonable adaptations for individual needs. These include the implementation of strategies; differentiated resources; adjustments to the curriculum and environment so as to remove barriers to learning for children.

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

Assessment is a central tool through which we measure children's progress and plan to meet their future needs. It is an on-going process that happens daily, weekly and termly, both formally and informally.

In the early years:

We operate an open door policy offering daily opportunities for informal conversations between staff and parents. A private meeting can be arranged at any point during the academic year if more time is needed to discuss progress or concerns.

Emails are also welcome from parents who find this a more convenient way of communicating with staff.

Online learning journals are used by practitioners to observe and record children's learning and development and to make assessments, parents are encouraged to contribute to these.

A 'Two Year Old Progress Check' is written for each child between the ages of 24-36 months, detailing their attainment in the three prime areas of learning and identifying next steps which are shared with parents.

Staff use their knowledge of child development and assessments to identify children who may need additional support. Curriculum meetings are arranged for the start of each term and parent consultations are held twice a year to discuss learning, development, next steps and any parental or practitioner's concerns.

Contact can be made with *EARLY HELP*, which forms part of West Sussex Early Childhood Service. The team offer specialist advice to settings to develop inclusive practice and support children in nursery. The school also has close links with a speech language therapist, play therapist and other suitable external agencies.

In the Prep school:

Pupils in Years 7 and 8 take exams at the end of the summer term.

Pupils in Years 3-6 will have informal ongoing end of topic/unit tests throughout the year. All pupils in the Prep school take the CAT4 test once a year in the autumn term. All pupils take GL assessments' New Group Reading Test and New Group Spelling Test every term so we can record and monitor progress from term to term and interpret and act upon results gained.

All pupils in the Prep school take the Progress Tests in English, maths and science annually so we can record and monitor progress and use these results to identify pupils who need support or those who need stretch and challenge. We can monitor progress from one school year to the next. Teachers must analyse these results and use them to inform their planning and teaching.

The reading and spelling test results and PTE, PTM and PTS scores are circulated to staff so that teachers of all subjects are aware which pupils may need extra support in lessons or a more sympathetic approach, in terms of their literacy and maths skills.

Close liaison with the Learning Support department ensures that any pupil with a worryingly low or indeed high score is monitored carefully and further action taken when necessary. Where children are taking part in interventions, they will have Individual Learning Programmes (IEPs) with targets set specific to their needs. These will be shared with both the parents, pupils and their class teachers. These targets are designed to accelerate learning and close the gap. Progress against these targets will be reviewed termly and future support planned.

Parent consultation evenings are held throughout the year and school offers an open door policy, where if at any point you wish to discuss your child's progress, an appointment can be made with the relevant staff and SENCO. This is an ideal opportunity to share information about what is working at home and school so that certain strategies can be consistent.

What support will be made for my child's overall well being?

At Great Ballard we recognise that some children have extra emotional and social needs that need to be developed and nurtured. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a nurturing, caring and understanding team looking after your children.

The class teacher has overall responsibility for the pastoral, medical and social care of your child in their class, therefore this would be the parent's first point of contact. If further support is required the class teacher will liaise with the SENCO for advice and the Senior and Prep Pastoral leads. This may involve working alongside outside agencies and the school will support this.

All classes follow a structured PSHE (Personal and Social Health Education) curriculum to support this development.

What specialist services and expertise are available at or accessed by the school?

The Learning Support Department at Great Ballard School consists of a qualified teacher and SENCO (with the legal qualification –National Association of Special Educational Needs Co-ordination) as well as 2 teaching assistants with experience in supporting learners with additional needs and a higher learning teaching assistant. The level of provision varies and is dependent upon the child's needs. Provision can include 1:1 Literacy and/ or Numeracy teaching which is jointly planned with the SENCo. These sessions focus on an individualised, structured, multi-sensory approach. Specialist resources and ICT are used to support the learner to aid their acquisition of Literacy, Numeracy and touch typing skills. Other provision includes 1:1 in class support, paired work outside of the classroom and small group support within the classroom.

The school works collaboratively with outside agencies in meeting the wider range of pupil needs, including: Occupational Therapy, Speech and Language Therapy and Play Therapy.

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

The SENCO's role is to support the class teacher in planning for children with SEND. The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school INSET in the following:

- Safeguarding
- Improving access, participation and achievement in SEND
- Dyslexia
- Autism
- Regulating behaviour

The SENCo is a qualified teacher, and previous senior leader of 20 years who has much experience in whole school improvement regarding inclusion and breaking down barriers to learning. She has an array of experience with teaching children with additional needs, and supporting families. The SENCo is also working towards a Masters in Special Education with her specialism being children with Autism and dyslexia. To continue professional development, the SENCo has attended SEN conferences and training events focusing on: attachment disorder, mindfulness, positive ways of changing behaviour, understanding Autism and PDA, and dyslexia.

Combined, the Learning Support Team have qualifications including a dyslexia diploma, Autism and PDA diploma and up coming ELSA training. They also have experience in supporting the needs of children with SEN both within the classroom and on a one to one basis. The Teaching Assistants within the Learning Support Department will undergo further training focusing on supporting children with dyslexia and dyscalculia.

How will my child be included in activities outside including physical activities and school trips?

Great Ballard prides itself in organising exciting trips that enhance and develop your child's learning experiences. We offer both residential and day trips and these are always designed so that everyone may take part.

Risk assessments are carried out prior to any off-site activity to ensure everyone's health and safety, including specialist advice from outside agencies if necessary.

Daily school activities are available to all the children, including: swimming, games, arts, crafts, cookery, ICT, drama and Forest School.

Parents are encouraged to be involved in activities outside of the classroom, including trips.

How accessible is the school environment?

Parts of the main school are accessible by wheelchair but not all. The Pre-Prep playground and buildings are accessed via steps from the car park due to the school's uneven setting.

Regular risk assessments of the site are undertaken. Trip hazards are highlighted using white paint and hand rails are available by all steps.

We would encourage any parent who has concerns to meet with the Headmaster to discuss any adaptations that need to be met.

How will the school prepare and support my child to join the school, transfer to a new school or to the next stage of education and life?

If your child is joining us from another school, the SENCO will liaise with their previous setting and professionals where appropriate. The SENCo will require all SEN documentation to be sent via the school office. This paperwork will then be scrutinised by the SENCo and Headmaster. If the school feels they can meet your child's needs, your child will be invited to a taster day to meet their peer group and experience the school environment before starting.

A prospectus is given to all new pupils and parents containing relevant information about Great Ballard School. Additionally, the school registrar is at the end of the telephone to answer any queries or questions parents may have.

When a child moves on to another school, we will contact the SENCo if necessary and provide any records or information as soon as possible.

How are the school's resources allocated and matched to pupil's special educational needs?

Great Ballard offers small class sizes and provides the levels of staffing to meet the needs of pupils.

The SENCo works closely with the Headmaster to discuss all the information they have and then they will decide together what resources/training and support is needed.

One to one Learning Support lessons have a number of multi-sensory, engaging, interactive resources to support in the teaching of Literacy and Numeracy. These include: Dyslexia friendly phonic books; Stile trays; foam letters for sequencing the alphabet, teaching reading and spelling; word card games to aid word reading and identify word families; chalk;

inferential reading comprehension books, Numicon, Nessy dyslexic programme and other resources to aid an individual's learning in accordance to their needs.

How is the decision made about what type and how much support my child will receive?

If your child has been identified as having Special Educational Needs, any additional or different types of support will be delivered based on their individual needs.

Typically, a child who needs additional support with their literacy or numeracy may receive a programme of in-class support or in some cases a child may require one to one support. The decision for this type of support would be recommended by the SENCO with the support of the parents.

In the event that formal testing from an outside agency (an Educational Psychologist Report, Level 7 Specialist Teacher report) suggests that a child should give up one of the normal curriculum subjects such as an additional language or indeed the school feels that it would be appropriate, the child will receive learning support lessons instead. One to one support incurs an additional fee.

How are parents involved in the school? How can I be involved?

We value the involvement and support of parents and encourage you to play a positive part in your child's education. The relationship between a child, their teachers and parents is of paramount importance.

We are always willing to discuss your child's progress and are committed to effective communication via email, telephone or regular meetings.

Who can I contact for further information?

For children interested in joining our school, queries should be directed to our school office, who will arrange a meeting with myself and the Headmaster.

If your child is already a pupil here, your first point of contact would be your child's Form teacher, who can then refer your concerns to relevant members of staff as necessary.

If you have specific concerns about your child's Special Educational Needs and provision, please contact the SENCo, Mrs Sally Brooks