

Baden-Powell and St. Peter's CE Junior School



September 2025

SEN Information Regulation Annual Report

What is the local offer?

The purpose of a local offer is to enable parents and carers to see more clearly what services are available for children with SEND in their area and how to access them. The information below forms our local offer and shows how we as a school, provide for children with special educational needs and disabilities who are in our care. The Local Offer provides parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to education, it will let parents/carers and young people know how school and colleges will support them, and what they can expect across the local settings.

There are 14 questions, *devised in consultation with parents/carers and other agencies*, which reflect their concerns and interests. These will be answered by agencies, schools and colleges to provide information to parents and carers to enable them to make decisions about how to best support their child's needs.

<p>How does Baden-Powell and St Peter's Junior School know if children need extra help and what should I do if I think my child/young person may have special educational needs?</p>	<p>Throughout the year, class teachers and the senior leadership team closely monitor the progress of all children in the school so that when a child is not making the expected progress in a particular area of learning, they can identify and implement the additional support required. This will be discussed with parents. There are certain triggers which may identify if a child needs additional support:</p> <p><u>Triggers</u></p> <ul style="list-style-type: none"> • Liaison with previous school • Little or no progress • Difficulty in developing literacy and numeracy skills • Persistent emotional or regulation difficulties (over two terms) • Sensory and/or physical needs • Communication and/or interaction difficulties • A child, parent or teacher requests intervention • Liaison with outside agencies <p><u>Identification, Assessment and Provision of SEN</u></p> <p>The school is committed to early identification of SEN and adopts a graduated response to meeting SEND in line with the Code of Practice 2014. A range of evidence is collected through the usual assessment and monitoring arrangements. If this suggests that the learner is not making the expected progress, the class teacher will consult with the SENCo in order to decide whether additional and/or different provision is necessary.</p> <p>The process of identification and assessment will therefore focus attention on children with a wide variety of SEND. The school recognises the necessity to provide clear</p>
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	<p>techniques to meet the differing needs of the under-achievers, low achievers and gifted children. The underlying causes of a learning difficulty are varied.</p> <p>They could include:-</p> <ul style="list-style-type: none"> • Sensory and/or physical impairments • Poor language and/or social development • Social, Emotional or Mental Health (SEMH) difficulties • General ability which is significantly below average and whose capacity to learn may be impaired • Specific learning difficulties particularly in writing and spelling, but also in reading and mathematics <p><u>How will I raise concerns if I need to?</u></p> <ul style="list-style-type: none"> • First point of contact would be your child's class teacher to share your concerns • If appropriate, you can contact our Inclusion Leader
<p>Who will be involved in my child's support and progress?</p>	<p><u>The class teacher</u></p> <ul style="list-style-type: none"> • Is responsible for daily planning and delivery of individualised and differentiated programmes for all children in their class. (Quality First Teaching) • Is responsible for providing additional support and intervention for children listed on the SEN register. The class teacher should also inform parents of this provision and the child's key targets. <p><u>The Inclusion Leader/SENCo</u></p> <ul style="list-style-type: none"> • May action further assessment (after referral from class teacher) • Plans, monitors and reviews support • Supports the Inclusion Team to refer to appropriate outside agencies • Reviews the SEND register at least twice per year • Monitors SEND progress throughout the school by using data and discussions with teachers <p><u>Teaching Assistant</u></p> <ul style="list-style-type: none"> • Clarifying, repeating or explaining instructions • Ensuring the child is able to have access to and use equipment and materials available and/or provided • Giving motivation and encouragement • Supporting in areas of difficulty eg language, behaviour, reading, spelling etc. • Encouraging independence • Liaising with class teacher in devising complementary learning activities • Providing follow-up work as agreed in the teaching programme • Ensure appropriate actions are taken to remove barriers to learning <p><u>External Services</u></p> <ul style="list-style-type: none"> • Advise on targets/strategies/resources • Provide specialist assessments

	<p>If at any time whilst on the SEND register or at its review stage there is a concern by, for example parents or class teacher, that the involvement of outside agencies is required, then there shall be consultation with the Headteacher and Inclusion/SENCo Leader with a view to intensive intervention with external support.</p> <p>The SENCo will consider the suitability of school provision and make any appropriate changes in the light of advice given by the outside support agencies.</p> <p><u>Parents</u></p> <p>All parents of children with SEND should be treated as partners. They should be supported to:-</p> <ul style="list-style-type: none"> • Recognise and fulfil their responsibilities as a parent and encouraged to play an active and valued role in their child's education • Have knowledge of their child's entitlement within the SEND framework • Make their views known about how their child is educated and supported • Have access to information, advice and support during assessment and any related decision making process about SEND provision
<p>How will Baden-Powell and St Peter's Junior School support my child?</p>	<p>As part of the school day and in each lesson learning will be matched to the individual needs of the children. They will be provided with activities that are appropriate to their level. Planning of all classes is closely monitored by the SLT to ensure children's needs are being met through appropriate differentiation.</p> <p>If a child has needs related to more specific areas of their education, such as spelling, handwriting, numeracy and literacy skills etc then the child will be placed in a small focus group. This will be run by the teacher, specialist teacher or teaching assistant. The length of time of the intervention will vary according to need but will generally be for a term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.</p> <p>Occasionally a pupil may need more expert support from an outside agency such as the Children's Therapy Team, Community Paediatrician etc. A referral will be made with parental consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and to parents/carers.</p> <p>Some children may require an Education Health and Care Plan (EHCP) to be put into place. This is written by BCP Case Officers following advice from parents, school and professionals It will be differentiated accordingly to suit the child's individual needs</p>
<p>How will the curriculum be matched to my child's needs?</p>	<p>When a pupil has been identified with special needs their learning may be differentiated by the class teacher to enable them to access the curriculum more easily.</p>

	<p>Teaching Assistants (TAs) may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.</p> <p>If a child has been identified as having a special need, targets will be agreed termly with the parent and child as part of a Personalised Learning Plan meeting.</p> <p>If appropriate, specialist equipment may be given to the pupil eg writing slopes, wobble stools, pen/pencil grips or easy to use scissors.</p> <p>The school also welcomes advice from different professionals as to how we can best provide additional support for our children. Professional advice may involve internal staff (Headteacher, Inclusion Leader, Pastoral support, etc) as well as external staff (speech therapists, language support teachers, local authority advisors etc).</p>
<p>How are the governors involved and what are their responsibilities?</p>	<p>The SENCo reports to the governors to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.</p> <p>One of the governors is responsible for SEND and meets with the SENCo. They also report to the governors to keep all informed.</p> <p>The governors agree priorities for spending within the SEND budget with the overall aim that all children receive the support they need in order to make progress.</p>
<p>How will both staff and I know how my child is doing and how will staff help me to support my child's learning?</p>	<p>Progress is monitored carefully through the use of on-going and termly assessments.</p> <p>Parents/carers will be invited to parents' evenings (in October and March) to discuss the achievements, progress and support that the school is providing and how they can help their child at home.</p> <p>Targets are set on a termly basis during Personalised Learning Plan meetings. Strategies of how children can be supported at home will be discussed.</p> <p>Your child's class teacher will be available at the end of each day if you wish to raise a concern.</p> <p>Appointments can be made to speak in more detail to the class teacher or Inclusion Leader by contacting the school office.</p>
<p>What support will there be for my child's overall well-being?</p>	<p>All pupils are supported with their social and emotional development through the curriculum and at play-times.</p> <p>Class time and whole school assemblies take place each week to ensure the school is developing children's personal, social and moral education as well as their academic education.</p> <p>Baden-Powell and St Peter's Junior School works with parents and children to encourage high levels of attendance.</p>

	<p>Baden-Powell and St Peter's Junior School also has a very supportive and strong ethos, where a very positive approach to behaviour management is adopted.</p> <p>The school employs two Pastoral Care Workers: Ms Johnston-McCarthy (full-time) and Mrs Jahn (part-time), who not only support some of our children with social and emotional difficulties, but who also works with and alongside parents.</p> <p>If a pupil has a medical need then a detailed care plan is compiled with support from the school nurse if needed. These plans are then shared with all staff who are involved in the care of the child.</p> <p>Staff receive epi-pen training delivered by the school nurse.</p> <p>Where necessary, and in agreement with parents/carers, medicines are administered in school, but only when a signed medication consent form is in place, to ensure the safety of both the child and the staff member distributing the medicine.</p> <p>A large amount of staff have had basic first aid training. A smaller number have had training to administer medication in line with September 2014 requirements.</p>
<p>What specialist services and expertise is available at or accessed by Baden-Powell and St Peter's Junior School?</p>	<p>When required, specialist expertise can be drawn upon. Some external agencies that Baden-Powell and St Peter's Junior School regularly liaise with are:</p> <ul style="list-style-type: none"> • NHS Speech and Language service • Longspee Behaviour Outreach Service • Winchelsea Outreach Service • Montacute Outreach Service • Community Paediatrician • Educational Psychologist • Children's Therapy • Child and Adolescent Mental Health Service (CAHMS) • Early Help Support <p>The school also employs a dedicated Speech and Language Assistant to deliver speech and language programmes.</p>
<p>How will my child be included in activities outside the classroom including school trips?</p>	<p>Activities and school trips are available to all.</p> <p>The school carries out risk assessments for all children including children with SEND before attending a school trip. Consideration is made for how school trips can be adapted to assist the individual child.</p> <p>Parents or carers are consulted prior to a school trip and offered to attend if required. A remissions policy is in place to support those families in financial difficulty.</p>
<p>What training are the staff supporting children and young people with SEND had or having?</p>	<p>Different members of staff have received training related to SEND. These have included sessions on:</p> <ul style="list-style-type: none"> • How to support children with difficulties in reading, writing and maths. • How to support children on the autistic spectrum. • How to support children with social and emotional needs

	<ul style="list-style-type: none"> • How to support children with speech and language difficulties • How to support children with physical and co-ordination needs.
<p>How will Baden-Powell and St Peter's Junior School prepare and support my child to join the school, transfer to a new setting or the next stage of education and life?</p>	<p><u>Transition between schools</u> Many children are anxious about transition from one school to another. Children with SEND may also experience anxiety in transferring from one year group to another.</p> <p>It is our policy to establish good communication and links between schools to enable a smooth transition for all pupils with SEND.</p> <p>This involves;</p> <ul style="list-style-type: none"> • Regular meetings between schools to ensure that the new school is fully aware of the child's difficulties and needs • Extra visits for the child where appropriate • Sharing of any relevant information, records and data • Social stories to reassure pupils and to minimise anxieties before transition • Class and/or small group use of transition materials produced by educational professionals • Creation of photo albums and visual reminders of student's new staff and school environment, if required <p><u>Transition between year groups</u> Some children with complex needs may experience anxiety in changing classes within the school. This can particularly affect children with autistic spectrum disorder (ASD) or with emotional difficulties. Therefore, it is important to allay not only the anxieties of the child but also, in some cases the parents.</p> <p>This involves;</p> <ul style="list-style-type: none"> • The TA writing a social story with the child about the transition within the school • Enabling the child to meet his/her new teacher and visit the classrooms • Giving the child opportunities to discuss their anxieties and ask questions • Meeting with parents to discuss their child's needs and to answer any questions • Transition meetings between year groups to discuss pupils and their individual needs • Transfer day for all the children
<p>How are Baden-Powell and St Peter's Junior School's resources allocated and matched to children's special educational needs?</p>	<p>The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs.</p> <p>School budgets are closely monitored to ensure the resources are allocated appropriately to match and cater for the needs of the individual children. The majority of the school's SEND budget is spent on providing support staff in classes where there are particular or more needs to support individual children in their learning. The remaining</p>

	<p>budget is spent on resources to support individual children's needs. We seek advice from outside agencies as to how to best spend this money. For example, a child may require specialist ICT equipment in order for them to access learning. Also we have employed a specialist SEND teacher who is able to assess, teach and train teachers.</p>
<p>How is the decision made about what type and how much support my child will receive?</p>	<p>As a school all staff are aware of high quality, inclusive teaching approaches in order to meet the needs of all the children.</p> <p>Regular assessments are carried out to make sure children are making good progress and meetings take place to discuss and review the progress individual children are making.</p> <p>If a teacher is concerned about the progress a child is making despite extra support, discussions between support staff, class teachers, Inclusion Leader and Headteacher take place to look at, and possibly change the support in place (if necessary) to ensure that the best provision is in place to enhance the child's learning.</p> <p>The support given to an individual child will be based on that child's specific needs, so support for each child will vary depending on</p> <ol style="list-style-type: none"> a) their level of need and b) their learning style. <p>Support that has been put in place is reviewed regularly to ensure that it is effective in accelerating progress. All support can be adapted and amended throughout the year.</p>
<p>How will I be involved in discussions about and planning for my child's education?</p>	<p>All parents are encouraged to contribute to their child's education. This may be through:</p> <ul style="list-style-type: none"> • Discussions with the class teacher • During parents' evenings • During discussions with the Inclusion Leader or other professionals • Parents and children on the SEND register are invited to termly Personalised Learning Plan meetings to review their child's progress and set targets for the next term.
<p>Who should I contact if I have a complaint regarding the provision offered to my child at Baden-Powell and St Peter's Junior School?</p>	<p>If you are worried about any aspect of your child's learning or development, or you are concerned about their education, please do come in and talk to your child's teacher in the first instance.</p> <p>Also, if things change at home, which may affect how your child is feeling, please let us know and we will do the same; if something happens at school that you need to be aware of, we will contact you.</p> <p>We are usually getting things ready for the children in the morning, so after school is probably better if you need a quick word. Alternatively, ask for an appointment with your child's teacher if you want a longer discussion and we will see you as soon as we can.</p> <p>If, having spoken to the class teacher, you are still worried or feel an issue has not been resolved, please contact the school office and make an appointment with either the Inclusion Leader, the Headteacher or the Deputy Head.</p>

	<p>Finally, if you feel it is necessary to make a formal complaint, you will need to put your concern in writing to the Chair of Governors. Please collect a complaint form from the school office. Address your letter clearly to the Chair of Governors and we will ensure that it is passed on as soon as possible.</p>
<p>Who can I contact for further information about my child's progress/attainment?</p>	<p>Parents should contact the child's class teacher as a first point of contact. Year Leaders are also a point of referral for situations which may have greater sensitivity or which are recurring or problematic.</p> <p>The Inclusion Leader at the school is Mrs Goodlad. Please email: ruth.goodlad@bpsp.coastalpartnership.co.uk The Assistant SENCO is Amie Wall The Deputy Headteacher is Ms Knowles The Headteacher is Mrs Rusling.</p>