

**Battledown Centre for Children & Families**  
**SPECIAL EDUCATIONAL NEEDS [SEND] INFORMATION REPORT**  
**2022-2023**

This report should be read in conjunction with the school's Local Offer, which can be found on our website.

**SEND PROVIDED FOR:**

Battledown Centre for Children & Families caters for children with severe learning difficulties [SLD] and profound and multiple learning [PMLD] and physical difficulties [PD]. Many pupils have additional complex needs such as speech, communication and language difficulties, autism, challenging behaviour, sensory issues, social emotional and mental health [SEMH] difficulties. Children who attend Battledown all have an Education, Care and Health Plan (EHCP). Referrals to Battledown are looked at on an individual basis. Children who attend Battledown have SLD or PMLD as their primary need.

Pupils will be placed in one of 8 Classes based on needs.

**POLICIES FOR SEND**

The following policies relating to SEND are available on request:

- SEND policy
- Intimate Care Policy

**Involving parents/guardians in their child's education**

At Battledown Centre for Children & Families we value the impact parents have on a child's education. As well as the annual review of their EHCP we hold 2 parent conversation evenings per year to discuss their child's welfare and progress. These conversations recognise the importance of parental engagement on a child's attainment holistically and academically. On top of these formal events we use electronic home school diaries (Dojo), regular phone calls and emails to ensure regular communication regarding their child's education. We also invite parents and carers to attend events at school.

**Assessing and review of Pupil's performance progress towards outcomes**

Parents are involved in setting targets and outcomes for their children through parent conversations, EHCP meetings and annual reviews. These targets are reviewed regularly with parents to ensure they are on track to meet the desired outcome.

**Arrangements for support pupil's movement between phases of education**

When pupils are due to move to another class we ensure that we support carefully planned transition so they can meet their new teacher and support staff to help

prepare them. Their current teacher will complete an internal report for the next teacher. The pupils will have phased transitions into unfamiliar areas.

Children joining our school are offered a Stay and Play after school session to meet teachers and team and will receive a welcome booklet with photos. Parents can support for short periods of time if needed in liaison with the teacher.

### **The approach to teaching children with SEN**

All pupils at Battledown Centre for Children & Families have SEND. The Battledown curriculum encompasses the EYFS and National Curriculum, whilst recording smaller steps of progression to meet their individual needs. Battledown provides small class sizes up to 9 pupils. All classes have a teacher and at least 2 support staff.

Battledown is committed to providing a range of specialist interventions to support academic and holistic development. We also use specialist teaching strategies such as a structured teaching approach and a multisensory approach. We are a Total Communication school and use signing, symbols, TOBIs and augmentative communication aids to facilitate learning. As much as possible we try and group children according to their needs and ability. As a school we promote practical learning experiences supported by visual and auditory learning.

Battledown has an extensive intervention program catering for pupils' academic and holistic needs. Pupils' are assessed termly and put forward for interventions to support their learning journey.

### **How the curriculum and environment is adapted for pupils**

Small class groups along with a skilled teacher and team, provides a supportive classroom environment for pupils. All classes have access to a wide range of technology, with some pupils having augmentative communication aids.

Battledown has a number of specialist facilities including sensory room and an OT room.

As a school we have a Total Communication approach which provides support for communication and understanding.

Our pupil behaviour policy is adapted to meet the needs of all pupils providing them with a behaviour for learning approach and as a school we use Team Teach, which focuses on training staff in de-escalation strategies for managing behaviour. Our curriculum includes life and social skills and activities to support pupils personal social and emotional development.

### **The expertise and training of staff to support pupil's needs**

All staff have regular training in a wide range of SEN to support them in meeting the needs and requirements of all of our pupils. All staff have received training in line with the school ethos, aims and protocols. All staff are trained in basic safeguarding and those working with children have received Team Teach training (an approach to diffuse and manage difficult situations and behaviours).

Staff have been trained to deliver specific interventions to support focused learning or emotional well-being issues.

As a school we encourage a coaching culture approach where staff are encouraged to develop their skills through coaching and learning from each other as an alternative to attending external courses. This has been proven to be an effective approach where staff can access very relevant development through experienced and skilled staff and at very little cost to the school. Staff have a wide range of expertise in SEND.

When possible we offer an Outreach Service where we support and train staff in other schools who are working with SEND pupils.

### **Evaluating our provision**

We are a learning organisation, this means we constantly strive to further develop and improve our school.

Evaluating the systems, we have in place happens at different levels through whole school staff feedback to Senior Leaders and LAB.

As a school we meet regularly to discuss the impact initiatives are having on pupil performance. This informs us about what we do well and identifies areas which we may need to address and plan our next steps for each initiative.

With regard to Pupil Premium and SEN interventions, we consider the needs and outcomes for each child as an individual and ensure we meet their needs through differentiated approaches and lessons. Specialist strategies and Interventions are reviewed to ensure that the intervention is having a positive impact on a child's progress. This means we can adapt a different approach if an intervention is not having the desired effect on a child's attainment or wellbeing.

Battledown Centre for Children & Families is committed to finding the best intervention for each child and appreciate that what works for one may not be the best for another. This means we run a flexible and adaptable system to meet the needs of the individual and/or group of children throughout the school year.

### **Engagement of SEND pupils with their peers**

Pupils' needs, abilities and ages are taken into account when grouping children for each academic year. This means that pupils are able to develop their social and emotional abilities within their group while allowing for group and independent learning to take place during lessons.

Although pupils are grouped to reflect their ability and need, teaching staff will always differentiate to ensure each child is allowed to learn and develop effectively. This also helps pupils learn to empathise and understand the similarities and differences they may have with their peers.

### **Support for improving social and emotional development**

As a school we put a lot into raising the social and emotional development of our pupils. This starts with teachers and support staff creating an honest and secure relationship within the class or group.

### **How we involve other professional bodies**

Battledown Centre for Children & Families encourages a Team Around the Child [TAC] approach whereby all professionals and voluntary agencies supporting a child and their family can meet together to provide a holistic focus for the child.

Battledown welcomes input from an extremely wide range of other professionals including occupational therapists, physiotherapists, education psychologists, advisory teachers, paediatricians, school nurses and continence nurses, speech and language therapists, local family support services, social workers and other many others organisations who may work with the child or family. They may also come into to observe, support and give strategies for us to employ in our teaching and learning.

In addition, our Family Support Worker supports families to link with other professional agencies to support them in their home lives.

As a school we have a good links with our Local Authority and local schools and are part of the Gloucester Schools Partnership [GSP]. We are also a part of the SAND Multi Academy Trust.

### **Arrangements for handling complaints**

We have a clear process of managing complaints. In the first instance we advise parents/carers to talk to their child's teacher; complaints can often be addressed quickly and satisfactorily during these discussions. If necessary, a member of the Senior Leadership Team will then get involved to ensure the complaint is dealt with. You can find the school Complaints Policy [Policies – SAND Academies Trust \(sandmat.uk\)](https://www.sandmat.uk/policies)

### **Key Contacts for concerns or questions**

The pupils class teachers

SLT - Headteacher: Nikki Teague

SLT – Assistant Headteacher- Leah Campbell – Currently on Maternity leave

SLT – Carissa Palmer-Little

SLT – Operational Lead – Jane Davis

Family Support Worker - Sarah Bell

Battledown Centre for Children & Families have contributed to Gloucestershire's Local Offer which can be found on the Gloucestershire Local Authorities webpage.

For further information, please see our school website [www.battledown.sandmat.uk](http://www.battledown.sandmat.uk)