

Balliol Primary School

SEND information Report 2025



Our Aims and Values:

We are a community Primary School, maintained by Bedford Borough. Balliol is based on a very large and well-resourced site, with playing fields and well-equipped classes. We provide continuous education for children aged from two in our Pre-School setting to eleven.

At Balliol we believe in an aspirational curriculum which offers all children memorable experiences within an exciting, challenging and creative environment alongside effective teaching of key skills for life and learning. We see parents as partners in the education of their children and greatly value their involvement in school life. Working in partnership with our community, we believe that we can lay foundations for success that will equip your child to become a confident and aspirational learner as well as a responsible and compassionate citizen.

In July 2022, Ofsted judged Balliol to be a good school. It said that ...

"Pupils at Balliol Primary School are friendly and kind. They show their good manners right from the start of the day as they politely help themselves to the bagels leaders serve at the gate."

"Pupils take part in memorable experiences."

"The curriculum is well designed from the pre-school to Year 6."

Our Provision for different types of SEND:

Balliol Primary School, is an inclusive school and we embrace the fact that every child is different, and, therefore, the educational needs of every child is different; this is certainly the case for children with Special Educational Needs.

At all stages of the listed processes, parents/guardians and the young people are involved in discussions and decision making around their abilities and special requirements.

Balliol Primary School provides support for pupils across the four areas of need as laid out in the SEN Code of Practice 2014:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

We currently have 341 children on role from Pre-School age to Year 6. We have a total of 80 children recognised with Special Educational Needs, 8 with Educational Health Care Plans (EHCP) and approximately 45 children who have had involvement from external specialist, e.g. Educational Psychologists, Speech and Language Therapists, Autistic Advisory Teachers, Early years Team, Mental Health Support Team etc... over the last 12 months.

SEND at Balliol Primary School:

Number of pupils on SEND register:	80 (23.4% of the whole school)
Number of pupils with EHCP's:	8 (10% of SEND)
Number of pupils at SEN level:	72 (90% of SEND)

The different areas of need:

Communication & Interaction:	Cognition & Learning:	Social, Emotional & Mental Health:	Sensory & Physical:
36.25%	55%	8.75%	0%

Identifying Children with SEND and Assessing their Needs:

The school is committed to early identification of special educational needs and adopts a graduated response to meeting special educational needs in line with the Special Educational Needs Code of Practice. The process for identification of special educational needs is as follows:

- Information received from a previous school
- Observations made by parent, carer, teacher, TA
- Progress against Foundation Stage or National Curriculum benchmarks
- Termly Class/Year Group Assessments
- Completion of 'Baseline Learning Profiles'
- Early Years Speech and Language Toolkit
- Speech, Language, Communication Progression Toolkit
- Dyslexia Portfolio Screener

If a pupil has been identified as having a special educational need prior to entering our school, appropriate staff will use information to provide an accessible curriculum that supports the child. Ongoing observations and assessment provides feedback about pupil achievement to support future planning. When teachers have identified pupils with particular needs, they will share baseline information with the SENDCo that outlines strategies applied and the current needs of the pupil.

Baseline Learning Profile:

Class teachers collect a range of evidence through the school's usual assessment and monitoring arrangements for all pupils. If this evidence suggests that a learner is not making the expected progress the class teacher will discuss this with the parents and complete a Baseline Learning Profile Form highlighting the areas of concern.

The Baseline Learning Profile form will be given to the SENDCo who will arrange for further investigation of the pupil's difficulties.

If the pupil requires additional and/or different provision, parents will be informed and a graduated approach will then be taken.

This involves a four part cycle:



Assess: Assessments have been completed of the child's needs.

Plan: A SEND Plan is created based on the needs of the learner and targeting specific areas. A specific date is set for when the targets will be reviewed.

Do: The SEND Plan is implemented.

Review: Progress made towards achieving targets is discussed at a meeting with the pupil and parents each term. Changes in support provided will be discussed and then recorded on a new SEND Plan.

The SEND Plan may consist of a PLP (Personalised Learning Plan), PSP (Pastoral Support Plan) or a SAL Plan (Speech and Language Plan). SEND Plans will show the specific areas of concern; the targets to meet those areas of concern, the strategies to meet the targets and who will carry out the strategies. Targets must be SMART:

- Specific
- Measurable
- Achievable
- Relevant
- Timed

The plan will be shared and explained to the pupil and everyone involved will be asked to sign the plan to show that everyone agrees with the action decided. The SENDCo will work with the class teacher and appropriate teaching assistants to ensure the implementation of the plan and the necessary targets.

The class teacher will ensure the strategies on the plan are fulfilled within class time unless they are planned to be delivered as part of the school's after hours' provision.

The plan will be reviewed at least every term, more often if concerns for children's progress are being raised. Parents, pupils and the class teacher will be asked for their input in the review process. The plan review meeting will be led by the Class Teacher and passed onto the SENDCo.

As a plan is reviewed it may be determined that the pupil requires further support than the school is able to provide for and therefore advice will be sought from specific external agencies to ensure the necessary support is put into place.

Once a pupil has a plan they will be entered onto the School's Special Educational Needs list. The SENDCo will monitor the academic progress of these pupils by tracking their levels of progress through appropriate assessment tools and the termly reviews that are completed.

The SENDCo will share this information with members of the Senior Leadership Team as well as opportunities for concerns to be raised via 'Pupil Progress Meetings' which also take place termly. The information will also inform termly discussions between the Headteacher, Assistant Heads (SENDCo) and Class Teachers. In this way the SENDCo ensures the provision for pupil's with Special Educational Needs is always being addressed and reviewed.

There may be times when advice is sought from external specialist due to pupils continuing to experience difficulties in certain areas of learning despite the additional support being implemented. Balliol work extremely close with the following external specialists:

- Speech and Language Therapist
- Play Therapist

- Early Years Support Team
- Educational Psychologist
- Inclusion Team
- Autistic Advisory Teacher
- Early Help Team
- SEND Team
- Inclusion Support Officer
- Children and Adult Mental Health (CAMH)
- Mental Health Support Team (MHST)
- Child Bereavement, Trauma & Emotional Wellbeing Service (CHUMS)
- Educational Welfare Officer
- Paediatrician
- Occupational Therapy
- Sensory and Communication Team

The school nurse and other medical professionals visit the school to support us with providing appropriate provision for those pupils with medical needs.

Any involvement with any external specialist is done in consultation with parents.

EHC Plans:

In certain circumstances where pupils are still not making adequate progress in response to the interventions in place, the school may decide to apply to the Local Authority for an 'Education Health Care Plan'. An EHC plan is needed when a pupil has demonstrated significant cause for concern and the provision or provisions has not been enough to cater for the needs of that pupil.

The purpose of the EHC Plan is to make special educational provision to meet the special educational needs of the child of young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood (SEND Code of Practice, 2014).

Submission of the request for Statutory Assessment is the SENDCo's responsibility along with the Class Teacher's support of providing the necessary evidence. If the Local Authority grants a pupil an EHC plan, the pupil may receive funding to support provision for their individual needs. The EHC plan identifies clear objectives and provision to meet the needs of the pupil which everyone involved with the pupil are legally obliged to adhere to.

All EHC plans must be reviewed at least annually with the parents, the pupil and external agencies involved. Amendments can then be made and submitted to the Local Authority and future plans to support the pupil can be discussed.

At any point parents can contact Bedford Borough SEND Advice Service or Bedford Borough Parent Carer Forum. This service offers free confidential support for parents and carers of children with special educational needs and disabilities.

Bedford Borough SEND Advice Service
 Borough Hall, Cauldwell, Bedford, MK42 9AP
Tel: 01234 276267
Email: sendadvice@bedford.gov.uk

Bedford Borough Parent Carer Forum
Website: www.bbpcf.org.uk
Tel: 07943 524553
Email: admin@bbpcf.org.uk

Balliol's Approach to Teaching Children and Young People with SEND:

At Balliol we believe in an aspirational curriculum which offers all children memorable experiences within an exciting, challenging and creative environment alongside effective teaching of key skills for life and learning.

The learning needs of every child are catered for in the class teacher’s planning and high quality teaching. These will be differentiated accordingly to suit the pupil’s individual needs. Sometimes children will work in small groups or 1:1 with teaching staff/teaching assistants to help support their needs as well as receiving interventions that are different to or from the high quality teaching.

The SENDCo reports the progress of all pupils on the SEND register to the governors each year and on a termly basis the SENDCo provides governors with ‘SEND in a Nutshell’ overview to show what is happening with regards to SEND and the impact.

We have many trained members of staff who are trained to deliver interventions in the key areas of leaning/development. These interventions include:

English Interventions:	Maths Interventions:	Speech and Language:	Coordination Interventions:	Emotional, Behavioural and Social Skills:
<ul style="list-style-type: none"> - Daily Reader - Fischer Family Trust - Talking Partners - 1:1 support - Small group work - Letters and Sounds 	<ul style="list-style-type: none"> - 1:1 support - Small group work 	<ul style="list-style-type: none"> - Speech Circles - Individual SAL programme - Lift Off to Language - Speech Therapist 	<ul style="list-style-type: none"> - Speed Stacks - Additional Handwriting Control Activities - Fine Motor Circuits 	<ul style="list-style-type: none"> - Play Therapy - Trusted Adult - Extra-Curricular Clubs - Forest School - Kaleidoscope Therapy - Music Groups - Social Stories - Talkabout Programme - Independent Social Worker - Drawing & Talking Therapy - Emotional Literacy Support Assistant (ELSA) - Sensory Circuits/Sensory Room - Mental Health Support Team (MHST) - Brick Club

As well as interventions on-going class strategies are also implemented. These include: visual timetables, visual prompts, now/next, tasks broken down into smaller chunks, checklists, instructions shortened, specialist equipment (pencil grips, specialised scissors etc...) etc...

Support for Improving Emotional and Social Development:

We have a strong focus on pastoral support for all of our children and this is reflected in our adoption of a Values based approach to PSHCE and a robust reward system. Children’s voice is valued and the Student Leadership Team, Eco Team and School Council has opportunities to contribute to a variety of school decisions.

Whole school assemblies not only promote our Values but also promote positive well-being and children are encouraged to take part in short mindfulness and physical activities throughout the school day in their classrooms.

Children are supported by all staff and those children with heightened needs may be supported by the family support worker also.

Each term, some children take part in our weekly Kaleidoscope sessions, where trained staff use a range of activities in our designated room to build self-esteem and social awareness for children in a calm and positive colour-based therapy.

We also have many staff trained to implement Talking and Drawing Therapy, Emotional Literacy Support programme as well as Forest School.

Children with mental health or behavioural needs are supported with a Pastoral Support Plan and we employ a Family Support Worker to help support the needs of these children. For children with specific social, emotional and mental health needs, interventions may be implemented including social stories, social skills groups, Play Therapy, Forest School or support from the Mental Health Support Team who works closely with the school etc... All interventions are carefully planned for and monitored closely to ensure positive impact.

The school adheres to an Administration of Medicines Policy. Children with ongoing medical needs will be supported with a Care Plan, and where appropriate this plan will be posted throughout the school for ease of reference in an emergency situation. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

We are aware that families can go through difficult periods and need extra support for a short time. We would always encourage parents to come and speak to us in confidence if they feel they need help. If appropriate, a Team around the Family can be put in place to support you.

Expertise and Training of Staff to Support Children with SEND:

The SENDCo has completed the National Award for SEN (NASENCo award), along with numerous training to be able to implement a variety of interventions. More recently the SENDCo has completed a Diploma in Pastoral Leadership. All our TA's hold at least a level 2 NVQ or are expected to undertake training to gain this qualification. Our Teachers and TA's are supported through training to constantly increase their knowledge of SEND and their expertise in carrying out intervention work.

All staff have access to online training via The National College and are directed to complete specific training throughout the school year.

Where staff are working with specific learning needs they will be encouraged to attend additional training to ensure children's needs can be fully met.

Parent Involvement with Children with SEND:

The school has an open door policy and staff are happy to discuss any issues relating to individual children through direct contact with the class teacher or through a formal appointment which can be made through the school office.

Consultation evenings take place in the Autumn and Summer Term as well as a formal annual report, which is written in the Spring Term. For children with additional needs there are termly review meetings with the class teacher where targets are reviewed and individual plans are prepared alongside parents. If a child has an EHC Plan, this is also reviewed annually alongside the termly reviews. The SENDCo also offers consultation appointments on consultation evenings and parents are encouraged to sign up if they wish to discuss their child's needs and support they are receiving further. Additional to this, parents are able to book meetings with the SENDCo throughout the whole year.

Children who have a SEND plan termly PLP review meetings take place where parents are invited in to discuss their child's targets, progress towards targets and to set new ones if deemed appropriate. Parents are actively encouraged to be involved in this process and for continued support for children on our SEND register, parents may be invited to Team Around the Family meetings (TAF meetings), where we can review strategies used so far, the impact they are making and plan further action (whether this be within the school or seeking external support).

Other opportunities for parents and carers to discuss their child's progress include weekly coffee mornings with some weeks having a specific focus, e.g. the attendance of the Educational Psychologist, School Nurse, Finance/Housing or workshops from the Bedford Parent Carer Forum (www.bbpcf.org.uk) etc...

Pupil Involvement with SEND:

Pupil voice is an important part of how Balliol Primary makes decisions around policies and procedures and things that happen around the school.

Pupils are encouraged, in a very simplified way, to be part of the decision making and the setting of their learning or behavioural targets (also see 'Behaviour Policy'). The emphasis is on success and this is supported within the school's overall ethos and attitude. Pupils are also involved in reviews where their contribution to target setting and their achievements can be presented.

Annual pupil questionnaires are also completed and pupils have the opportunity to discuss how they are doing towards their SEND targets, the support they receive and

All children have the opportunity to participate in all aspects of school life and leadership, regardless of needs.

Transition Arrangements:

When children transfer from Balliol to a new setting, be that mainstream or a specialist provision we aim to work with the receiving school to facilitate a smooth transition. Where children need additional visits these are arranged and parents can be accompanied to visit new schools to address any concerns that they may have. We will work with parents to secure a seamless transition in whatever way is deemed appropriate for the individual child.

The SENDCo will liaise closely with SENDCo's from other schools where pupils are transitioning from and to. Additional visits for pupils transferring to new schools will be completed if deemed necessary and beneficial for the pupil.

For those pupils with an EHC plan transition arrangements are discussed each year as part of the annual review.

When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

Transitions within the school are also carefully managed and children spend at least a full day with their new teacher in the summer term. Additional transitions are arranged within the school and transition booklets with key information are created to support children over the long summer break if deemed necessary.

Ensuring Children with SEND are enabled to Engage Fully in all Aspects of School Life:

We recognise the need to enable all children to participate in all aspects of school life, providing it can be made safe for them to do so and it will not cause undue distress to the pupil. Therefore:

Activities and school trips are risk assessed and reasonable adjustments are made to enable children to participate safely.

- The school has an Educational Visits Coordinator
- If required, a pupil may have an individual Risk Assessment
- Some pupils are supported 1:1 during the visit/activity

Complaints Procedure:

In the first instance parents are encouraged to meet formally or informally with the class teacher to discuss any concerns that they may have. Any unresolved complaints may then be dealt with by the SENDCo, Headteacher or by following the formal school complaints procedure. We take parental concerns very seriously. If you have a complaint please come and talk to us first. We will endeavour to reach a solution with you.