



CARE – Prepare – Believe
‘I can do all things through Him who strengthens me’
Philippians 4:13

Our Local Offer 25-26

The table below outlines our approach to teaching all pupils, including those identified as having SEND. It sets out how pupils with SEND are enabled to engage in activities alongside those in school who do not have SEND, including how adaptations are made to the curriculum and the learning environment. It also sets out the approaches we take when children are not making adequate progress and are identified as requiring some additional intervention, either through small group or more individualised approaches.

	Whole School Response. Universal Quality First Teaching	Targeted support for individuals or small groups Short / medium term	Specialised individual support. Medium / longer term
Learning Curriculum	<p>Our curriculum is designed to give children knowledge, skills and understanding that will help develop them intellectually, socially, morally, aesthetically, physically and spiritually. It aims to engage them in their learning and create independence. The teaching and learning at Badsworth school was graded as ‘Good’ by Ofsted (2022).</p> <p>Work is scaffolded to meet the needs of the individual. Marking is informative, regularly indicating to pupils whether the learning objective has been met and giving a comment on how to move their learning forward.</p> <p>Subjects such as geography, history, art and design and technology are taught through a topic-based approach where appropriate, thus giving the children a relevant context for their learning.</p>	<p>Sometimes even with high quality scaffolded teaching, pupils may be identified as needing additional support in some areas of their learning. This will usually take the form of intervention groups, both in and out of the classroom. Pupils can access the interventions for as long as they need to. However, these are regularly monitored to assess their impact and to evaluate if further modifications to the Curriculum need to be made. Interventions are currently available for phonics, reading, writing, handwriting, maths and social / emotional concerns.</p>	<p>Some pupils will need more individualised learning in order to make progress. Pupils at this point will have a Supporting Me to Learn Plan (SMTLP) drawn up in conjunction with the class teacher, the child, the SENDCo and the parent / carer. Specific targets will be agreed as well as strategies to be used and other people who will be involved. Pupils may be withdrawn from class to work with a teacher or teaching assistant on their targets. Alternatively, this work may take place in the classroom with an adult or with the child working independently using specific resources.</p> <p>It may be that we feel a child would benefit from being referred to an outside agency, such as Learning Support Service, Educational Psychology service or Communication In Action Team. School works with professionals from these and other agencies to put in place strategies or further interventions to support pupils with their learning. Parental consent is always required before referring a child to an outside agency.</p>

	Whole School Response. Universal Quality First Teaching	Targeted support for individuals or small groups Short / medium term	Specialised individual support. Medium / longer term
Support	<p>Some classes have support from a teaching assistant in addition to the class teacher.</p> <p>EYFS/ KS1 children have visual timetables.</p> <p>All classrooms have visual prompts in the form of working walls and aids such as alphabet strips, word banks and dictionaries which are available as appropriate.</p>	<p>We have specific interventions in place to support the progress of children</p> <p>The SENDCo also liaises with the class teacher, head teacher and assessment co-ordinator to review where targeted group support is needed following pupil progress meetings.</p>	<p>We have trained Special Needs Assistants who work 1-to-1 with children requiring extra support. This support will usually be accessed as a result of an Education, Health and Care plan.</p> <p>Support for individual pupils may take the form of an adult working 1-1 with the child; working with the child in a small group or working close to the child, to encourage independence and friendships with the child's peers.</p> <p>Specialised support could also refer to the use of equipment needed for a specific individual, such as a wheelchair, or an individual visual timetable or other visual prompts used to help structure the day.</p> <p>Where a child does not have an Education, Health and Care Plan, school may still decide to provide some 1-1 support if it is deemed necessary by all those supporting the child.</p>
Teaching Approaches	<p>Every teacher has their own individual style, however <i>all</i> teachers use a variety of approaches in the classroom. Teachers take into account the needs of visual, auditory and kinaesthetic learners and plan with individuals in mind, ensuring any barriers to learning are removed. Assessment for learning is at the heart of every lesson to check that pupils are all engaged and learning throughout.</p>	<p>Small group interventions will often involve a more practical, hands-on approach and will aim to reinforce and embed key knowledge and skills. These interventions are usually delivered by TAs and monitored by the SENDCo ensuring a start and end point to show progress. Teaching approaches will vary depending on the intervention being delivered.</p>	<p>Highly individualised teaching will be tailored to the needs and interests of the pupil and guided by targets and outcomes specified in an individual plan. Approaches used may be as a result of advice received from a specialist such as speech and language therapists or occupational therapists. Teaching may involve a great deal of repetition and overlearning. These are regularly reviewed and updated.</p>
Physical	<p>All pupils access PE lessons twice a week, usually one indoors and one outdoors. In years 4 and 5, each term one of these lessons will be swimming. Children are able to access OPAL (Outdoor, Play and Learning) at lunchtimes and playtimes.</p>	<p>Pupils with physical needs may use resources such as pencil grips, writing slopes, or wobble cushions. Many pupils will at some point take part in additional small group handwriting sessions. Pupils may be involved in interventions such as; LEGO therapy.</p>	<p>School staff take advice from professionals such as Occupational Therapists and Physiotherapists and follow programmes of work with individual pupils as required. Pupils with physical needs may use pencil grips, a writing slope or a wobble cushion. Others may use special cutlery, fidget toys or coloured overlays/ reading strips.</p>

<p>Well Being (Emotional)</p>	<p>As a Church of England school we have a strong Christian ethos and focus strongly on our pupils' emotional well-being. The half termly theme is again reinforced in classrooms and also used as a focus for display in the main entrance hall. Positive behaviour is recognised through a variety of ways, spotter charts, brilliant behaviour book, achievement assembly and systems such as table points or smiley face charts within individual classrooms. All staff including lunchtime supervisors and TAs are involved in recognising and rewarding achievements and good behaviour.</p>	<p>PSHE lessons and the use of 'Go Noodle and mindfulness, are used to aid mental well being</p> <p>Individual reward charts or home/ school books may be used for individual pupils.</p> <p>Some pupils may use resources such as 'calming down strategies' cards, a space in the classroom, such as tent or have a 'time out' allowance.</p>	<p>Outside agencies, such as CAHMS (Child and Adolescent Mental Health Service), Early help hub, Educational psychologist may be consulted and become involved with children who struggle with their emotions to deliver coping strategies.</p> <p>Nurture group is available in school for children who need extra support this can be 1-1 or small groups.</p> <p>Pupils may have individual reward systems to help them to manage their emotions and behaviour which may form part of a personalised behaviour plan.</p>
<p>Transition</p>	<p>As a school we work very closely together and the children are familiar with all staff members. When moving to a new class, pupils will visit the classroom and meet their new teacher in the summer term.</p> <p>In addition to this we hold transition meetings for parents of children moving from FS to Y1 and KS1 to KS2.</p> <p>When moving to secondary school, pupils visit the new school at least once in the summer term.</p>	<p>Some children finding transition points more difficult than others may receive peer support in school.</p> <p>The Y6 teacher meets with the relevant high school teachers in the summer term. Any children requiring additional support or extra transition visits will be highlighted at these meetings.</p>	<p>If a child has an EHCP potential high schools are invited to the annual review when the child is in Y5.</p> <p>Some pupils may be identified as needing additional transition when moving to secondary school. In these cases, school staff liaise with the new school to arrange for attendance at extra transition days. Some pupils receive transition booklets to help them to prepare for the new academic year.</p> <p>Information is passed on by SENDco and Y6 teacher to high schools of any child on a SMTLP/EHCP/ MSP</p>



The Designated Senior Lead (DSL) for Safeguarding & Child Protection is the Headteacher, Jenny Griffiths, supported by the Deputy Headteacher Jake Thomson, Dominique Jenkins EYFS and KS1 Team Leader and the SENDCO Marie Parker.

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