



Special Educational Needs Information Report

Reviewed Spring 2022

Barwick and Stoford Community Primary School is a fully inclusive village primary school. We are a family school and we strive to ensure that all children achieve their full potential and are offered inclusive quality first teaching. We support all individual needs and help children to become independent and resilient learners.



We are a school where all teachers are teachers of SEN and we have high aspirations for all children identified as having SEND. We offer provision to support a wide range of special educational and disability needs (SEND) including:

Communication and interaction needs

Cognition and learning needs

Social, emotional and mental health difficulties

Sensory and / or physical needs

Our Vision: 'To be the school of choice'

Mission statement:

- *We aim to develop outstanding learning in every lesson for all of our students.*
- *Our goal is to have every pupil prepared for the next step in their future by ensuring they are well equipped with the skills they will need to be productive and happy members of society and making them learners for life.*
- *Our various approaches to learning and teaching allow our children to recognise their potential is unlimited and provides the support to achieve their goals.*
- *We believe that our mission statement represents a partnership between*

the children, their parents, staff, governors and the community as a whole.

How can I find out how well my child is doing?



Assessment, Planning and Review

We have assessment and monitoring systems in place with regular pupil progress review meetings. We ensure all children are making expected or above expected levels of progress and those children who have specific needs affecting their ability to engage in learning are identified. Teachers are usually available at the end of the day and reports are sent home annually as we continually assess, plan, do and review.

How do you measure my child's progress?

We measure children's progress in learning against national age related expectations. Class teachers continually assess children's learning using the key objectives and use assessments to inform planning. We track children's progress from their admission through to year 6, using a variety of different methods, including national curriculum levels and some standardised tests, as appropriate.

Children who are not making expected progress are identified through the termly progress meetings. In this meeting a discussion takes place about those pupils experiencing difficulties and what further support can be given to aid their progress.

Who will explain my child's needs and progress to me?

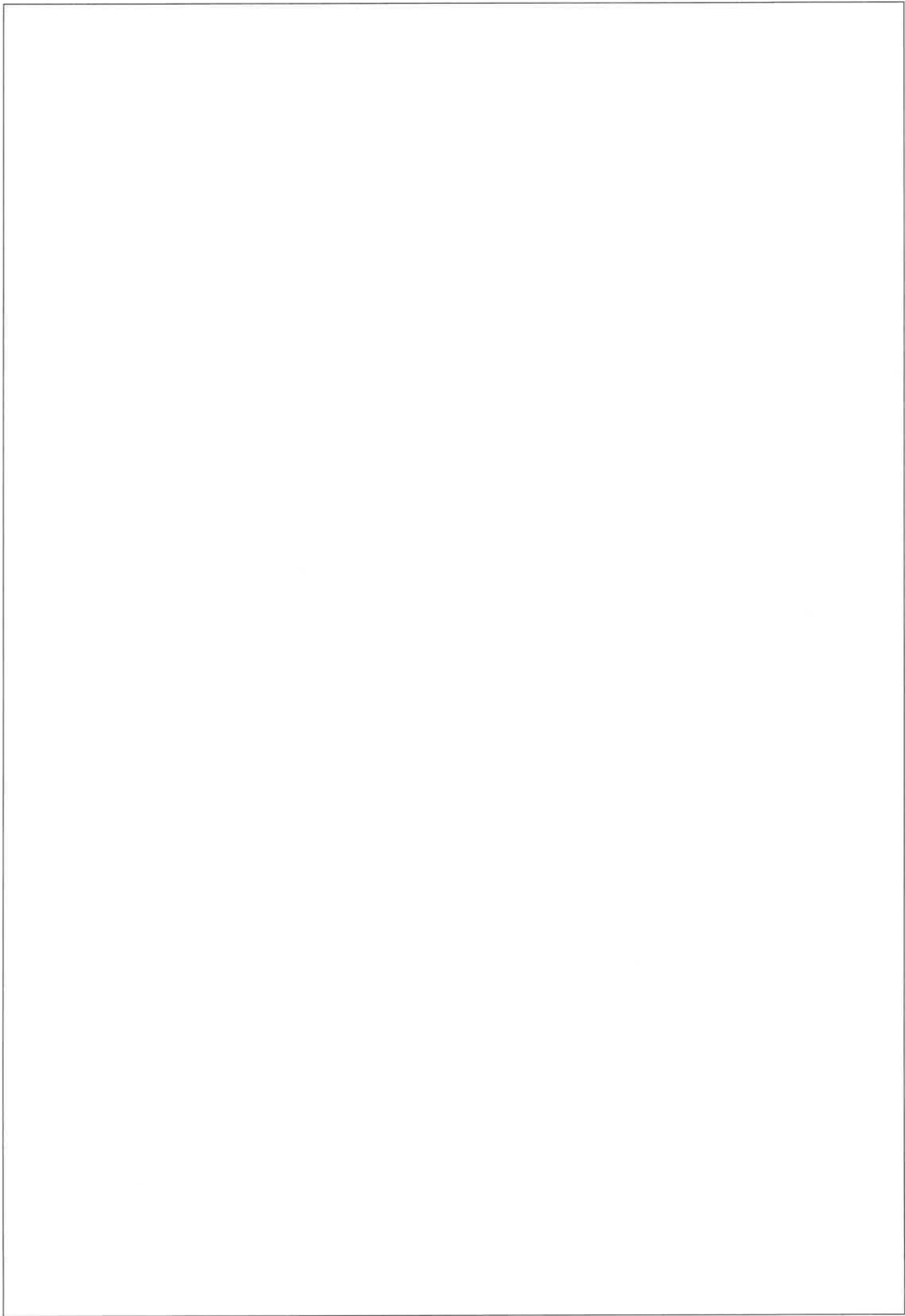
Class teachers/Key workers (Pre School) will have discussions with parent/carers and their child in consultation with the school SENDCo and additional support will be put into place to provide enhanced learning opportunities and/or targeted small group and/or individual support to help overcome any difficulties.

How will you help me to support my child's learning?

The class teacher can offer advice and practical ways that you can help your child at home. They can provide a home / school communication book which your child will bring home daily so that comments from parents and teacher can be shared.

If your child is on the special needs register they will have an Individual Learning Plan in place which will have individual / group targets. This will be discussed with you on a termly basis and you will be given a copy of the ILP. The targets set are SMART (specific, measurable, achievable, realistic timescaled) targets, with the expectation that the child will achieve the target by the time it is reviewed.

If your child has complex special educational needs or a disability they may have an Education, HealthCare Plan (EHCP), which means that a formal meeting will take place annually to review your child's progress. Recommendations from external agencies e.g. a speech and language therapist, will be shared with you so that strategies can be implemented at home and school.



Who should I contact to discuss the needs of my child?



Information and Guidance

If you have any concerns about your child please speak to their class teacher. We follow a graduated approach where initial discussions take place in the first instance between class teachers and parent/carers. If there continues to be lack of progress after additional support is put into place, the SENDCo will give further support and guidance.

The SENDCo is responsible for:

- Coordinating provision for young people with SEND
- Tracking and monitoring the progress of young people with SEND
- Ensuring parents are kept informed about the range and level of support offered to their child: included in reviewing their child's progress and consulted about transition to a new key stage, group or provision.
- Liaising with a range of agencies outside of school who can offer advice and support to help students overcome any difficulties.
- Providing specialist advice and facilitating training to ensure all staff are skilled and confident in meeting a range of needs.

The SEND Governor is responsible for Special Education Needs and meets regularly with the SENDCo. The Governors agree priorities for spending within the special educational needs budget with the overall aim that all children receive the support they need in order to make progress.

SENDCo Mrs Kerri Flynn

SEND Governor Mrs Heather Ryall



How will school support my child?

Our SENDCo oversees all support and progress of any child requiring additional help across the school. The class teacher will oversee, plan and do work with each child with Special Educational Needs or disabilities in their class to ensure that progress is made in every area. The class teacher will use an provision map to set out the support your child is receiving and evaluate the success of any interventions.

Some children are given an individual learning plan (ILP) with specific targets so that it is easy to track progress and identified the specific support/needs for your child. This will include your child's strengths as well as their difficulties. Where external agencies are involved their advice and recommendations are included. In consultation with the class teacher, learning support assistant, parent/carers and the young person, short term targets are agreed in the key areas of learning and/or behavior by which progress can be made.

Review meetings are held as required. Parent/carers, relevant external agencies and (when appropriate) pupils are invited to this review and their contribution is valued. Support arrangements will be planned and reviewed accordingly. This might include referrals to external agencies, if they are not already involved.

If your child continues to have significant difficulties, further external expertise may be requested. Additional funding is available for children who meet the criteria. This can be accessed using the Local Authority process and the guidance in the Banded Funding Criteria. Where this is agreed, an Education, Health Care (EHC) Plan may be drawn up and implemented with support from external agencies and other professionals where appropriate.

Where children are assessed as not making progress, interventions are put in place. Previous interventions are also reviewed and adapted or continued as appropriate.

The school runs forest school sessions for each class and has a trained ELSA/THRIVE (Emotional Literacy Support Assistant) to meet individual needs across the school.



Tests and Examinations: Access Arrangements

For some pupils additional arrangements and adjustments can be made to enable them to fully access arrange of tests. This might include additional time, or the use of a scribe or word processor or reader.

What opportunities will there be for me to discuss my child's progress?



Parental and Pupil Involvement

We believe that your child's education should be a partnership between parents/carers and teachers therefore we aim to communicate with you regularly. We have an open doors policy to speak to teachers before school and after school and you are also welcome to make an appointment at any time to meet with either the class teacher, SENDCo or Headteacher to discuss how your child is getting on..

Parents will be invited to:

- Two review afternoons per year with their class teacher which will include a meeting to review their ILP and set individual targets (Individual Learning Plan)
- Person-centered Annual Reviews for young people with high needs or Education, Health and Care Plan (EHC Plan)
- Additional review meetings / consultation meetings, Team around the child meeting as necessary to ensure their child's needs are identified and actions agreed.

Students will be involved through:

- Sharing and writing comments in their books
- Termly SEN support meetings to review and set individual targets
- Participation at Annual Review meetings if they have high needs or EHC Plan (if appropriate)

How do teachers match the curriculum to an individual child's needs?



Curriculum and Teaching Methods

Teachers at Barwick and Stoford CP school are passionate about learning and delivering quality first teaching. They are skilled at adapting teaching to meet the range of needs in each class. Differentiation is approached in a range of ways to support access and to ensure that all pupils can experience success and challenge in their learning.

Different children will require different levels of support in order to help them make progress and achieve their potential. Additional adults are used flexibly to help groups and individual pupils to develop increasingly effective independent learning skills. Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support.

Our Provision map identifies the varying needs of support and intervention programs available, as described in the Somerset Core Standards; -

- Universal – high quality teaching
- SEN Support – additional targeted support
- High Needs – support for complex and long-term special educational needs

Support for Medical Needs are identified in our medical policy.

What is the pastoral, medical and social support available in the school to ensure my child's overall well-being?



Support available including partnerships with external agencies

We have a caring, understanding ethos and are an inclusive school; we welcome and celebrate diversity, and believe that high self-esteem is crucial to children's well-being. As a nurturing school, all our vulnerable pupils are known to staff.

Our doors open 8:45am with staff who greet and welcome pupils and their families each morning. Breakfast club is also available from 8 to 8.45 each day.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this should be your point contact. If further support is required the class teacher liaises with the SENDCo and/or Head Teacher for further advice and support. This may involve working alongside outside agencies such as health and Social Services, and/or Behaviour Support Service.

How does the school manage the administration of medicine and personal care?

We have a medical policy regarding our medical procedures written in line with the SEND code of practice 2014. Parents need see to class teachers if medication is recommended by Health Professionals and fill out relevant permission forms in the school office. If a child requires personal hygiene care this will be managed through an individual care plan.

What support is there for behaviour, avoiding exclusion and increasing attendance?

We have a positive approach to behaviour management and all staff follow our behaviour policy. The attendance of every child is closely monitored on a daily basis by the Senior Teacher.

If any child is at risk of an exclusion a behavior support plan will be put into place identifying specific issues and strategies to support the child. After any serious incidents we will inform you about what has happened and we would then expect the child to reflect upon their behaviour with you; this helps to identify why the incident happened and to prevent it from happening again.

How will my child be able to contribute their views?

If a child has an ILP, their views and targets are discussed with their class teacher. If your child has an Education, Health Care Plan their view will be included within their review (if appropriate).

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

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

- Liaison / communication with Professionals/parents.
- Regular meetings as required
- Referrals to outside agencies as required
- SCC Learning Support Service

- Speech and Language Therapist for specific individual pupils/groups of pupils.
- Educational Psychology Service
- Social Emotional and Mental Health advisory teachers
- CAMHS (Children and Adolescent Mental Health Service)
- Occupational Therapy Service
- Social Care
- Social Inclusion Panel

How skilled are staff in meeting the needs of my child?

Staff Training

Our staff attend relevant training to meet the specific needs of any individual. As a team, we have the skills to nurture and support challenging behaviour and children identified with specific needs such as dyslexia.

Trained staff or training currently being undertaken include:

- Team Teach (to safely support and isolate children demonstrating unsafe behaviour)
- ELSA/THRIVE (Emotional Literacy Support Assistant)
- Talk Boost
- Autistic training
- Attachment training
- First Aid Training

How accessible is the school environment?

There is disabled access in and around the school, due to the nature of our old Victorian Building set on two levels, some access around the school requires going outside and around the building.

How will the school prepare and support my child when joining the school or transferring to a new school?

Transition

Children with SEND can become particularly anxious about 'moving on', so we seek to support successful transition by:

Close liaison with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.

Entering Reception: Regular visits and liaison with known Pre-schools, SENDCo visits and meetings with children with SEND, SEP (School Entry Plan) meetings.

Year 6 – 7 transition to secondary: Additional visits to secondary school and the SENDCo will attend Primary / Secondary Transition day meetings to discuss specific need of your child and the nature and level of support which has had the most impact

Mid-year transition: We encourage all new children to visit the school before starting with us and meet their new class teacher. For SEND pupil we support a phased transition to help your child acclimatise to their new surroundings.

Who can I contact for further information or to discuss a concern?

The first point of contact would be your child's class teacher to share your concerns. You can also arrange to meet with the SENDCo or Head Teacher for further support.

Who should I contact if I am considering whether my child should join the school?

Contact the Head teacher, to arrange a meeting and a tour of the school. If your child has a special educational need or disability you can also meet with the school SENDCo who will discuss how the school could meet your child's needs.

Policy Consultation

We have produced our SEND Policy in line with the requirements of the SEND Code of Practice 2014. We aim to provide an improved compliant policy with parents, families, and children in our school community.

Signed *Kerr* SENDco Date *04.05.2022*