

Barlaston CofE (VC) First School
Special Educational Needs and Disability (SEND) Policy
and Information Report
2019/2020

(Incorporating the local offer found at
<https://www.staffordshireconnects.info>)

**“Let Your Light Shine Through Family, Friendship and
Faith”**

As a Church School, we value all God's children, and through
our Christian values and vision, aim to enable to EVERY child
to flourish

Our Vision Statement

Let your light shine through family, friendship and faith

Our Spirituality Vision

Spirituality is an ever changing journey through life, connecting each individual with something
bigger than themselves

Equality Statement

The school is committed to providing the full range of opportunities for all pupils, regardless of
gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the
curriculum, and the right to a learning environment, which dispels ignorance, prejudice or
stereotyping.

Dyslexia Statement

To ensure that children on the dyslexic spectrum have equal opportunities and that their diverse
strengths are celebrated and built on.

Safeguarding Statement

The school is committed to safeguarding and promoting the welfare of children and young
people/vulnerable adults and expect all staff and volunteers to share this commitment.

Aims of this SEND policy and information report

The aims of our Special Educational Need and Disability (SEND) policy and practice in this school are:

To make reasonable adjustments for those with a disability by ensuring full access to the curriculum, the environment and to printed information for all.

To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.

To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement.

To use our best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum to better respond to the **four areas of need**:

- **Communication and interaction**
- **Cognition and learning**
- **Social, mental and emotional health**
- **Sensory/physical**

To request, monitor and respond to parent/carers' and pupils' views, in order to establish and maintain high levels of confidence and partnership.

To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.

To support and ensure full inclusion of pupils with medical conditions in all school activities by ensuring consultation with health and social care professionals.

To work in co-operative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting every child's needs.

Information for Parents

What should I do if I think my child may have SEN?

If you have concerns then please firstly discuss these with your child's teacher. This then may result in a referral to the school SENDCo, Mr John Gordon who can be contacted via the office, office@barlaston.staffs.sch.uk or 01782 372543.

How does the school know if children need extra help?

We know when pupils need help if:

Concerns are raised by parents/carers, teachers, or the pupil's previous school.
Tracking of attainment outcomes indicate a lack of progress.
Pupil observation indicates that they have additional needs in one of the four areas.

A pupil asks for help.

How will the curriculum be matched to my child's needs?

Teachers plan using pupils' achievement levels, differentiating work to match and challenge ability for all pupils in the classroom.

When a pupil has been identified as having SEN their work will be further differentiated to enable them to access the curriculum more easily whilst still providing sufficient personal challenge.

In addition they will be provided with additional support that may include specialised equipment or resources, ICT and/or additional adult help.

How will I know how my child is doing?

Attainments towards identified learning outcomes will be shared with parents termly through Parent's Evenings and IEP reviews. At other times, where appropriate, parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher and/or the SENDCo. Please contact the school office who will arrange this for you.

What support will there be for my child's overall well-being?

Our vision and values are at the heart of all learning in our school and are used to offer a wide variety of pastoral support for pupils including:

Opportunities to build relationships, work with buddies and develop interpersonal skills in class.

Personal, Social, Health and Economic (PSHE) curriculum learning.

Pupil and Parent voice mechanisms eg open door policy, questionnaires and school council.

Small group interventions to support a pupil's wellbeing, delivered to target

pupils and groups.

Health and safety audits, e-safety training and Educational welfare audits are completed.

Closely working with other local support agencies, including Families First and the Safeguarding team to support pupils with social care needs.

Looked after children are supported through multi-agency meetings to support their social care.

How will the school support my child's medical needs?

Pupils with medical needs will be provided with a detailed Health Care Plan, compiled by the school nurse in partnership with the school, parents and if appropriate, the pupil.

Staff who administer medicine complete training and medicine administration procedures adhere to the LA policy and DfE guidelines included within

Supporting pupils at school with medical conditions (DfE) 2014

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

Please look at the school website www.barlaston.staffs.sch.uk for links to websites and resources that we have found useful in supporting parents to help their child learn at home. The class teacher or SENDCo may also suggest additional ways of supporting your child's learning.

What are special educational needs (SEN)?

A child or young person has SEN if he /she has a learning difficulty or disability which calls for special educational provision to be made for him /her.

A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.

Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.

(Code of Practice 2014)

All pupils will be provided with high quality teaching, differentiated as appropriate to meet the needs of all learners. All have individual curriculum targets in line with National Curriculum outcomes that challenge performance. Pupil attainments are tracked each half term using the school tracking system. Pupils with a disability will be provided with "reasonable adjustments" in order to increase their access to the taught curriculum. Pupils who are failing to make expected levels of progress are identified very quickly and are discussed in half termly tracking meetings. Where action is required to support increased rates of progress, individual assessments of the pupil will be undertaken in order to make an accurate assessment of their needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes. Additional action to increase the rate of progress will be identified and recorded, including a review of the impact of the differentiated teaching and if required, provision of additional strategies to further support the success of the pupil. Monitoring systems in place in school are shown on Appendix 1. If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved; parents and pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented. Parents will be informed that the school considers their child may require SEND support and partnership sought. If progress rates are still judged to be inadequate despite high quality interventions, advice will be sought from external agencies or specialist services to best meet the specific needs of the pupil. This will only be undertaken after parent permission has been obtained. Appendix 2 shows appropriate agencies which may be contacted for help, support and advice. In a small percentage of cases pupils have needs that are significant and complex and the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources. At this point a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided. In addition to this for pupils who, despite relevant and purposeful action taken to meet their special needs, fail to make expected levels of progress, the school or parents may consider requesting an Education, Health and Care assessment that will be undertaken by the Local Authority.

Ensuring Quality of Provision

What training do the staff supporting children and young people with SEND undertake?

In the last three years school staff have received a range of training at three levels;

Awareness, Enhanced and Specialist.

Awareness training has been provided to all staff on:

Supporting pupils with a diagnosis of dyslexia or who are on the autistic spectrum or have speech, language and communication difficulties.

All staff and some governors of the school have completed Dyslexia IDP training.

Enhanced training has been provided to Teaching Assistants (TA) and the SENDCo on:

Leading a nurture Group, Fischer Family Trust Literacy training, counselling training.

Attendance at the termly SENDCo Update.

Specialist training provided to the SENDCo :

The school has regular visits from SENIS specialist teachers who provide advice to support individual pupils.

The Governor with specific responsibility for SEND, Mrs M Coutouvidis has completed the SEND Governor training and regularly meets with the SENDCo.

How accessible is the school environment?

In the last three years the following adaptations have been made to the school environment:

One toilet has been adapted to ensure accessibility for pupils with a disability.

Our Accessibility Plan, describing the actions taken to increase access to the environment, the curriculum and to printed information is available on the school website.

Staff room relocated to allow previous location to be used as accessible medical room.

Grassed area converted to a playground area with a soft surface to accommodate children for whom this is a need.

How will my child be included in activities outside the classroom including school trips?

Risk assessments are carried out and procedures are put in place to enable **all** children to participate in **all** school activities.

How are the school's resources allocated and matched to children's special educational needs?

The school receives funding to respond to the needs of pupils with SEND from a number of sources:

A proportion of the funds allocated per pupil to the school to provide for their education- all pupils;

The Notional SEND budget:

The Pupil Premium funding for pupils who meet certain criteria.

In addition, for those pupils with the most complex needs, the school may be allocated Additional Educational Needs funding.

Funding is used to provide the equipment and facilities to support pupils with special educational needs and disabilities through:

In-class and small group support from teaching assistants
e.g. nurture or social groups, literacy and numeracy support

Specialist support from teachers e.g. 1:1 tuition

Bought in support from external agencies e.g. speech and language support.

Parent workshops, provision of specialist resources e.g. assessment soft-ware or CPD (staff development) relating to SEND for staff

How is the decision made about how much support my child will receive?

For pupils with SEND but without an Education Health and Care plan (EHC) the decision regarding the support required will be taken at joint meetings with the SENDCo, class teacher and parent. For pupils with an Education, Health or Care Plan, this decision will be reached when the plan is being produced and at annual review.

Transition into and from Barlaston C ofE (VC) First School

Transition to the next school

The transition programme in place for pupils in Y4 provides opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND or pupils with additional needs.

The annual review in Y3/4 for pupils with a statement of educational need or an Education, Health and Care plan begins the process where parents are supported to make decisions regarding the school for the next phase of education.

Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is clear.

Parents will be enabled to consider options for the next phase of education and may like to take advantage of the support offered by the independent Staffordshire School Choice. Information on this service is located on the Staffordshire website at

<http://www.staffordshire.gov.uk/education/schoolsandcolleges/admissions/schoolchoice/homepage.aspx> ,

Accompanied visits to other providers may be arranged as appropriate.

For pupils transferring to local schools, the SENDCos of both schools will meet as appropriate to discuss the needs of pupils with SEND in order to ensure a smooth transition.

The records of pupils who leave the school mid phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

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

A number of strategies are in place to enable effective transition.

On entry:-

A planned programme of visits is provided in the Summer term for pupils starting in September.

Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.

The SENDCo and class teachers will, as appropriate, meet with new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be identified prior to entry.

If pupils are transferring from another school, the previous school records are requested immediately and a meeting will be set up with parents to identify and

reduce any concerns.

Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's educational needs please contact the following:

Your child's class teacher

The SENDCo , John Gordon

The Headteacher, Mandy Clarey

For complaints please contact the school for the complaints policy and address to the Chair of Governors, Mr Glyn Tomblin

Support services for parents of pupils with SEND include:

Staffordshire SEND Family Partnership

www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/home.aspx

If you have a general enquiry, would like to speak to one of the team or a parent wanting to request information and support please telephone **01782 372543** during office hours. Alternatively email spps@staffordshire.gov.uk (leaflets outlining advice are also located in the entrance hall of the school)

Staffordshire Local Offer

<https://www.staffordshireconnects.info>

The Staffordshire Marketplace is the directory of wellbeing and support services, activities and events for all ages across Staffordshire and Stoke - on-Trent. Full details of the local offer can be found here.

Appendix 1

The quality of teaching in school is monitored through a number of processes that include:

classroom observation by the senior leadership team, the SENDCo and external verifiers.

ongoing assessment of progress of all pupils.

ongoing assessment made by pupil in specific intervention groups.

work sampling on a termly basis.

scrutiny of planning.

teacher meetings with the SENDCo.

pupil and parent feedback when reviewing target attainment.

whole school pupil progress tracking.

attendance and behaviour records.

Information on the quality of teaching will be collated in a report to governors.

Appendix 2

Where advice is sought from external agencies and specialist services, regarding strategies to best meet the specific needs of a pupil, these may include referral to:

Special Educational Needs and Inclusion Service (SENIS)

Behaviour Support Service

Dyslexia Centres

Autism Outreach Team

Hearing Impairment team

Visual Impairment team

Educational Psychologist Service

Educational Welfare Officers

Physical and disability support service

Social Services

School Nurse

CAMHS (Child & Adolescent Mental Health Service)

Policy Reviewed by the Governing Body in January 2020

To Be Reviewed in January 2021

A handwritten signature in black ink, appearing to read "G. Tomblin", is enclosed within a white rectangular box.

Mr. G. Tomblin

Chair of Governors

January 2020