**Barlow Church of England Primary School**

*Learning and Growing in the Grace of God*

**SEND Information Report for children with Special Educational Needs and Disabilities (SEND)**

**Introduction**

Barlow Church of England Primary School is supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need(s) and or disabilities being met in a mainstream setting wherever possible, where families want this to happen.

This supports us to fulfil our obligations under:

* Schedule 1 of The Special Educational Needs and Disability Regulations 2014.
* The SEND Code of Practice (January 2015) - The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations

Under the “Children and Families Act 2014” The Local Authority is required by law to publish its “SEND Information Report”. This simply aims to pull information about available services into one place to make it clear and accessible to all children and their families. This is available on the Derbyshire County Council website at [Derbyshire Local Offer (opens in a new window)](http://www.derbyshiresendlocaloffer.org).

Schools are also required to publish information about the “School Information Report” which should set out information about who to contact in school if you have concerns or queries about SEND along with the schools own Special Educational Needs and Disabilities policies, practices and procedures.

**Aims of our provision in regards to pupils with special educational needs and/or disability**

The aims of our policy and practice in relation to special educational need and disability in this school are:

• To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment

and to printed information for all.

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

• 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 broad areas of need:

1. Communication and interaction,

2. Cognition and learning,

3. Social, mental and emotional health,

4. Sensory/physical.

• To request, monitor and respond to parent/carers’ and pupils’ views in order to evidence 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 pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and

social care professionals in order to meet the medical needs of pupils.

• To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

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| 1. **What are Special Educational Needs (SEN) or a disability?** |
| At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014).  This states:  Special Educational Needs: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or 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.  Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. |

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| 1. **The kinds of special educational needs (SEN) for which provision is made at the school** |
| * Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school. * For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school o in the EHC plan unless: * it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or * the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.   • Before making the decision to name our school in a child’s EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).  • Parents of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child’s needs can be better met in specialist provision. |

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| **3. How does our school know if children needs extra help?** |
| We know when a pupil needs help if:  • Concerns are raised by parents/carers, external agencies, teachers, the pupil’s previous school or the pupil themselves, regarding concerns relating to low levels of progress or inclusion.  • Screening, such as that completed on entry or as a result of a concern being raised, indicates a gap in knowledge and/or skills.  • Whole school tracking of attainment outcomes indicates lack of expected rate of progress.  • Observation of the pupil indicates that they may have additional needs |

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| 1. **Who are the best people to talk to in this school about my child’s difficulties with learning/ Special Educational Needs/Disability (SEND) and what are their responsibilities?** | |
| **People** | **Summary of responsibilities** |
| **Class Teachers**  **Special Educational Needs and Disabilities Coordinator**  **SENDCO –**  **Mrs G Phipps**  **Teaching Assistants (TAs)**  **Headteacher**  **- Mrs P Watkin**  **SEND Governor**  **– Mrs Vicky Noble** | **Are responsible for:**   * Co-producing support plans, as needed, with both parents and children to set targets and provision three times per year as a minimum, one per cycle. * Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child’s individual needs (also known as differentiation). * Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc.) and discussing amendments with the SENDCO as necessary. * Ensuring that all members of staff working with your child in school are aware of your child’s individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress. * Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. * Ensuring that the school’s SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.   **Is responsible for:**   * Coordinating all the support for children with special educational needs (SEN) and or disabilities, and developing the school’s SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school. * Ensuring that you are:   + involved in supporting your child’s learning   + kept informed about the support your child is getting   + involved in reviewing how they are doing   + part of planning ahead for them. * Liaising with all the other people who may be coming into school to help support your child’s learning e.g. The Speech and Language Therapy Service, The Educational Psychologist, SSSEN. * Making sure that there are accurate records of your child’s progress and needs. * To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential. * Supporting your child’s class teacher to write support plans and over-seeing interventions for children using the school provision map. * Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.   A Teaching Assistant (TA) may be allocated to a pupil with exceptional special educational needs and/or disabilities and their duties may include:   * Supporting the child in class (sometimes on their own and sometimes in a group) * Delivering specific intervention work as specified on an support plan/provision map * Liaising with external agencies * Pastoral and personal care support * Recording and reporting on the child’s progress in lessons to the teacher and SENDCO * Attending Annual Reviews   **Is responsible for:**   * The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. * Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.   **Is responsible for:**   * Making sure that the school has an up to date SEND Policy. * Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school. * Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities. * Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school. |

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| 1. **How could my child get help in school?** | | |
| **Types of support provided.** | **What would this mean for your child?** | **Who can get this kind of support?** |
| **Class teacher input via outstanding classroom teaching.** | * The teacher will have the highest possible expectations for your child and all pupils in their class. * All teaching is based on building on what your child already knows, can do and can understand. * Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child. * Putting in place specific strategies (which may be suggested by the SENDCO or staff from outside agencies) to enable your child to access the learning task. | All children in school receive this. |
| **Specific small group work.** This group may be   * Run in the classroom or outside. * Run by a teacher or a Teaching Assistant who has had training to run these groups.   These are often called Intervention groups by schools | * Your child’s teacher will have carefully checked on your child’s progress and will have decided that your child has gap in their understanding/learning and needs some extra support to close the gap between your child and their peers. * He/ She will plan group sessions for your child with targets to help your child to make more progress. * A Teaching Assistant/teacher or outside agency will run these small group sessions using the teacher’s plans, or a recommended programme. * Groups may address learning and support with reading, writing or maths and also may support behavioural issues e.g. Nurture, Social Group, Buddy system Positive play | Any child who has specific gaps in their understanding of a subject/area of learning.  Some of the children accessing intervention groups may be identified as **SEND Support**, previously called **School Action**, which means they have been identified by the class teacher as needing significant extra support in school. These children will form part of the school provision map and receive targeted intervention. |
| **Specialist groups run by outside agencies e.g. Speech and Language therapy or Occupational Therapy groups and/or Individual support from professionals outside of school such as**   * Local Authority central services such as the ASD Outreach Team, SSSEN or Behaviour Support * Outside agencies such as the Speech and Language Therapy (SALT) Service. | * If your child has been identified as needing more specialist input instead of or in addition to good and outstanding class room teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress. * Before referrals are made you will be asked to come to a meeting to discuss your child’s progress and help plan possible ways forward. * If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. Inclusion Panel funding, a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child’s particular needs better. * The specialist professional will work with your child to understand their needs and make recommendations, which may include: * Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better * Support to set targets which will include their specific professional expertise * Your child’s involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group or sensory circuit * A group or individual work with outside professional * The school may suggest that your child needs some agreed individual support or group support in school. They will tell you how the support will be used and what strategies will be put in place. * If this support is needed for more than 9 hours a week, the school will work with you to apply for a Inclusion Panel Funding (IPF) where the local authority provides some additional funding towards the support as identified above. | Children with specific barriers to learning that cannot be overcome through whole class good/outstanding teaching and intervention groups are identified as **SEND Support**, which means they have been identified by the class teacher/SENDCO as needing some extra specialist support in school from a professional outside the school.  This may include children in receipt of GRIP funding from the local authority. |
| **Specified Individual support**  ***This is usually provided via an Education, Health and Care Plan (EHCP).***This means your child will have been identified by the class teacher/SENDCO as needing a **particularly high level of individual and small group teaching,** which cannot be provided from the resources already delegated to the school. | * The school (or you) can request that the Local Authority carry out a statutory assessment of your child’s needs. This is a legal process and you can find more details about this on the Derbyshire County Council website <http://www.derbyshire.gov.uk/education/schools/special_educational_needs/> * After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), the Local Authority will decide whether they think your child’s needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child’s needs. If they do not think your child needs this, they will ask the school to continue with the support at SEN Support (previously School Action Plus). * After the reports have all been sent in the Local Authority will decide if your child’s needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress. If this is the case they will write an EHC Plan. If this is not the case, they will ask the school to continue with the support at SEN Support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible. * The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child. * Additional adults may be used to support your child with whole class learning, run individual programmes or run small groups including your child. | Children whose learning needs are **Severe, complex and lifelong**  Usually, if your child requires this high level of support they may also need specialist support in school from a professional outside the school. This may be from:   * Local Authority central services such as the ASD Outreach Team or SSSEN * Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational therapy service, Physiotherapy and/or CAMHS |
| 1. **How will we support your child with identified special needs when starting school?** | | |
| We will first invite you to visit the school with your child to have a look around and speak to staff.  A planned introduction programme is delivered in the Summer term to support transfer for pupils starting school 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.   * If other professionals are involved, a Team Around the Child (TAC) or Family (TAF) meeting may be held to discuss your child’s needs; share strategies used, and ensure provision is put in place before your child starts. * We may suggest adaptations to the settling in period to help your child to settle more easily * Visits to your child’s previous setting may be made to facilitate a successful transition | | |
| 1. **How can I let the school know I am concerned about my child’s progress in school or think they may have SEN?** | | |
| • If parents have concerns relating to their child’s learning or inclusion then please initially discuss these with your child’s teacher. This then may result in a referral to the school SENCo whose name is Mrs Gemma Phipps and who can be contacted via the school office.  • Parents may also contact the SENCo or the Headteacher directly if they feel this is more appropriate.  • All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school. | | |
| 1. **How will the school let me know if they have any concerns about my child’s learning in school?** | | |
| * When a teacher or a parent has raised concerns about your child’s progress, and targeted teaching has not met the child’s needs, the teacher will raise this with the SENDCO. * We have regular meetings and discussions between staff in the school to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as expected. * If your child is then identified as not making progress the school will make a decision about whether to monitor this or set up an intervention group and will inform you. Equally if your child is working significantly higher than their age related expectations they will inform you and they will be put on the Gifted and Talented register. Your child will then have targeted teaching and may take part in intervention groups. * If your child is still not making expected progress the school will discuss with you:   + any concerns you may have   + any further interventions or referrals to outside professionals to support your child’s learning   + how school and home can work together, to support your child... | | |
| 1. **How is extra support allocated to children and how do they move between the different levels?** | | |
| The school budget, received from Derbyshire LA, includes money for supporting children with SEN.   * The Headteacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of the needs of the children currently in the school. * The Headteacher and the SENDCO discuss all the information they have about SEN in the school, including:   + the children getting extra support already   + the children needing extra support   + the children who have been identified as not making as much progress as would be expected.   They then decide what resources/training and support is needed.   * All resources/training and support are reviewed regularly and changes made as needed. | | |

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| 1. **What sort of support may be available to help my child?** |
| * Counselling * Family Support Worker (MAT Team) * Additional Speech and Language Therapy input to provide a higher level of service to the school * Additional Educational Psychology input to provide a higher level of service to the school * Additional Educational Psychology Service * Autism Outreach Service * Educational Psychology Service * Sensory Service for children with visual or hearing needs * SSSEN (Support Service for Special Educational Needs) * Speech and Language Therapy (provided by Health but paid for by the Local Authority). * Occupational Therapy * Physiotherapy * Professional training for school staff to deliver medical interventions * Moving and Handling Advice * Parent Partnership Service (to support families through the SEN processes and procedures). * School Nurse * Children and Adolescents Mental Health Team (CAMHS) * Hearing Impairment Service * Physical Impairment Service * Visual Impairment Service |

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| 1. **How will pupils be involved in decisions regarding provision that can better meet their needs?** |
| This school uses pupil centred profiles. These are completed by the pupils themselves and identify their abilities and strengths, their personal aims and the action they require to be taken by the school to reduce barriers to learning and social success. Each term, this information will be reviewed and the pupil’s views gained on the effectiveness of the action taken so far to meet their needs. |

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| 1. **How will the school evaluate the effectiveness of the SEN provision made for pupils?** |
| The effectiveness of SEN provision will be measured using both qualitative and quantitative data. Qualitative data will gather the views of  parents and pupils on how successful the provision has been in enabling them to attain their outcomes as part of the review process for support plans. Quantitative data will examine  both progress and attainment levels compared to those achieved nationally for pupils with the same level prior learning level. This data will be shared with governors and be judged by external moderators such as Ofsted |

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| 1. **How are the adults in school helped to work with children with a SEND and what training do they have?** |
| * The SENDCO’s job is to support the class teacher in planning for children with SEN. * The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD and dyslexia. * Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school’s approach for children with a SEND.   Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the ASD Outreach Service or SSSEN and medical /health training to support staff in implementing care plans.  In the last two years school staff have received a range of training.  Awareness training has been provided to all staff on:  • How to support pupils with dyslexia and literacy difficulties.  • How to support pupils on the autistic spectrum  • How to support pupils with behavioural difficulties  • How to support pupils with speech, language and communication difficulties    Specialist training has been provided to the SENCo on:  • The SEN Coordination award.  • The school has regular visits from SEN specialist teachers and the Behaviour Support Team who provide advice to staff support the success and progress of individual pupils.   * Attendance at the termly SENCo Inclusion Update * The NHS Speech Language Therapist visits to assess and plan support for targeted pupils. These programmes are then delivered by a Teaching Assistant. |
| 1. **How will the teaching be adapted for my child with learning needs (SEN, disabilities and/or gifted and talented)** |
| * Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible. * When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily. * These adaptations may include strategies suggested by the Special Educational Needs Coordinator (SENCo) and/or external specialists. * In addition if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents. * Planning and teaching will be adapted on a daily basis if needed to meet your child’s learning needs and increase your child’s access to what is on offer.   • Teachers plan using pupils’ achievement levels, differentiating tasks to ensure progress for every pupil in the classroom. |
| 1. **How will we measure the progress of your child in school? And how will I know about this?** |
| * Your child’s progress is continually monitored by his/her class teacher. * Attainments towards the identified outcomes will be shared with parents termly through feedback regarding SEN support reviews but also through the school reporting system and Parents’ Evenings. * His/her progress is reviewed formally every term and a National Curriculum level or similar is given in Reading, Writing and Maths as well as progress in other areas, as appropriate, such as attendance, engagement in learning and behaviour. * At the end of key stages 1 and 2 (i.e. at the end of year 2/ Year 6) all children are currently required to be formally assessed using Standard Assessment Tests (SATS) in 2015. This is something the government requires all schools to do and are the results that are published nationally. * The progress of children with an EHC Plan or GRIP is formally reviewed at an Annual Review with all adults involved with the child’s education. * A range of ways will be used to keep you informed, which may include:   + Home/school book   + Letters/certificates sent home   + Additional meetings as required   + Reports   + Support Plan Reviews (previously IEPs)   • Parents are encouraged to arrange an appointment to discuss their child’s progress with the class/subject teacher, the SENCo, a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child’s success. Please contact the school office who will arrange this appointment for you. The contact number is 0114 289 0413. |
| 1. **What support do we have for you as a parent of child with an SEN/and or disabilities?** |
| • Please look at the school website. It can be found at [www.barlow.derbyshire.sch.uk](http://www.barlow.derbyshire.sch.uk) and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home.  • The class teacher or SENCo may also suggest additional ways of supporting your child’s learning.  • The school organises a small number of parent workshops during the year e.g. for phonics and maths. These are advertised via email to parents and aim to provide useful opportunities for parents to learn more about how to support your child’s learning.  • If you have ideas on support that you would like to have access to in order to further support your child’s learning, please contact the  SENCo who will locate information and guidance for you in this area.   * We would like you to talk to your child’s class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support them both at home and school and can share what is working in both places. * The SENDCO is available to meet with you to discuss your child’s progress or any concerns/worries you may have. * All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The SENDCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child. * A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child. |
| 1. **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 that includes:   * A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit. * The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND. * For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through support that might include:   1. Targeted differentiation to increase access to text (desk copies of information, accessible text, IT e.g. read aloud software, different recording strategies, additional time etc..)  2. In class, adult or peer support aimed at increasing skills in specific area of weakness (learning behaviours, organisation, etc)  3. Out of class support (relationship building, social, emotional skill development, )  4. Small group tuition to enable catch up (subject or targeted at additional need)  5. Specific support, advice and guidance is provided to parents and families to improve pupil’s readiness for learning (relating to pupil’s difficulties in attendance, behaviour, physiological and emotional needs etc)  6. Provision of specialist resources or equipment (use of ICT, sloping board, electronic versions of text etc)  7. Partnership working with other settings (shared resources e.g. Family Support Worker; shared expertise: support from local special school on action to improve inclusion: shared alternative environments etc.)  8. Access to targeted before/after school clubs (breakfast, homework, clubs targeted at increasing resilience)  9. Access to the school nurse and wider health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs)  10.Access to support from in-school sources e.g. learning mentors (peer or adult) or from charities (e.g. Barnardos, Relate) and community sources (e.g. Youth and Church groups, local businesses)  11.Implementation of strategies from support agencies e.g. Behaviour Support/Educational Welfare Support  In addition: The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services. The deployment of this funding is published on the school website. |
| **18. Pupils with medical needs** |
| Pupils with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves.  Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse as being competent.  All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within  Supporting pupils at school with medical conditions (DfE) 2014 and identified in the School Medicine Administration Policy. |
| **19. How have we made this school physically accessible to children with SEND?** |
| * The school is accessible to children with physical disability. * An Accessibility Plan is in place in order to improve access to the school * We ensure that equipment used is accessible to all children regardless of their needs. * Due to the nature of our building (built in 1872), there are still steps that mean access is not easy. We will work with individuals as required and with the support of Property Services to ensure that the school is accessible to all. |
| **20. How will we support your child when they are leaving this school? OR moving on to another class?** |
| We recognise that ‘moving on’ can be difficult for a child with SEN/and or disabilities and take steps to ensure that any transition is a smooth as possible.   * If your child is moving to another school:   + We will contact the new school’s SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child.   + We will make sure that all records about your child are passed on as soon as possible. * When moving classes in school:   + Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher.   + If your child would be helped by a book to support them understand moving on then it will be made for them if suitable e.g. photo book.   In Year 6:  • The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND; each destination school will run their own programme.  • The annual review in Y5 for pupils with a statement of educational need or an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.  • 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 provided is comprehensive but accessible.  • Accompanied visits to other providers may be arranged as appropriate.  • For pupils transferring to local schools, the SENCos of both schools will meet to discuss the needs of pupils with SEN 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. |

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| **21. What support will there be for children’s overall well-being? (SE7 Q5) (Schedule 1: Point 3)** |
| The school offers a wide variety of pastoral support for pupils. This includes:  • A Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.  • Small group evidence-led interventions to support pupil’s well-being are delivered to targeted pupils and groups. The current offer includes positive play which aims to support improved interaction skills, emotional resilience and wellbeing. |

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| 1. **GLOSSARY OF TERMS** | |
| IEP | Individual Education Plan |
| PLP | Personal Learning Plan |
| S | Statement stage of the SEN Code of Practice |
| SA/SA+ | School Action stage of the SEN Code of Practice |
| SA+ | School Action Plus stage of the SEN Code of Practice |
| SEN Support | The new name for School Action/School Action Plus |
| SEND Code of Practice | The legal document that sets out the requirements for SEND |
| EHC plan | Education, Health, Care Plan |
| SEN | Special Educational Needs |
| SEND | Special Educational Needs and or disabilities |
| SALT | Speech and Language Therapist |
| CAMHS | Child & Adolescent Mental Health Service |
| EP | Educational Psychologist |
| SENDCO | Special Educational Needs and Disabilities Coordinator |
| ASD | Autistic Spectrum Disorder |
| Provision Map | A table showing which children are taking part in which intervention groups (support groups) |
| Gifted and Talented | When a child is working significantly above their age related expectations e.g. academically, sports, singing etc |

**Special Educational Needs Information Report**

**Barlow Church of England Primary School**