

Our Local Offer for Special Educational Needs and/or Disability



Please click the relevant words on the wheel to be taken to the corresponding section.

Head teacher: Mrs Clarey
School address:
Barlaston First School,
Broughton Crescent,
Barlaston.
ST12 9DB
Telephone number: 01782 372543
Email:
ehaddrell@barlaston.staffs.sch.uk



Our Local Offer for Special Educational Needs and/or Disability

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How we identify and assess needs

How will you know if my child or young person needs extra help?

At Barlaston we identify children who have Special Educational Needs through a variety of ways, usually a combination, which may include some of the following:

- Liaison with previous school or pre-school setting
- Child performing below 'age expected' levels or equivalent (e.g. percentile rankings)
- Concerns raised by a parent
- Concerns raised by a teacher
- Liaison with external agencies e.g. for a physical/ sensory issues; speech and language, CAMHS (Child and Adolescent Mental Health Service), School Nurse via the HUB, physiotherapist, occupational therapist.
- Use of tools for standardised assessment.

After identification, your child's teacher will deliver Quality First Education for all, identifying children who need additional support and putting this into place in the form of a Learning Support Plan. We use intervention groups to tailor support for children as necessary. We offer English intervention. Phonics intervention, maths intervention and social support group intervention to name but a few.

Children with a Statement / EHCP (Education Health and Care Plan) already have many of their needs clearly identified. Their placement at our school is a decision that is made by the Local Education Authority.

What should I do if I think my child or young person needs extra help?

If you think that your child needs extra help, then please do not hesitate to contact the school. In the first instance you should talk to your child's class teacher. A referral can then be made to the SENDCo and other relevant support agencies.

How will I be able to raise any concerns I may have?

Education Need

- If you have concerns, then please firstly discuss these with your child's teacher.
- This may then result in a referral to the SENDCo, Mrs Haddrell, who can be contacted via ehaddrell@barlaston.staffs.sch.uk or **01782 372543**

Medical or Physical Need

- Occasionally children have issues that cannot necessarily be addressed in school, at times like these it is important to contact your GP so that they can signpost you to the correct support – CAMHS, Physiotherapy, Speech and Language, Occupational Therapy, etc.

Where can I find the setting/school's SEND policy and other related documents?

- All policies can be found on our school website.
<https://barlaston.staffs.sch.uk/parents/policies>

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Teaching, Learning and Support

How will you teach and support my child or young person with SEND?

Children with SEND, with or without an EHC plan, will be provided with a Learning Support Plan with identified targets, which could cover curriculum support or social, emotional and mental health issues. We also provide behaviour plans if an area of need is due to Social, Emotional or Mental Health difficulties. We complete risk assessments as necessary. Support is planned based on classroom assessment, discussion with the child, parents, professionals and the SENDCO as appropriate. You will be invited to a meeting regarding individual Learning Plans and will be able to contribute to target setting. You will have opportunities to discuss concerns with your child's teacher through Parents Evenings and our open door policy.

Additional learning support includes individually tailored curriculum as necessary

- Reading Recovery
- Social skills development
- Art therapy
- Lego therapy
- Write from the Start fine motor control
- Plus One Maths
- Times Two Maths
- SENISS support
- Autism Outreach
- Behaviour Support
- Speech Therapy
- Educational Psychology service

We will modify teaching approaches for as long as is appropriate. We follow the Assess, plan, do, review cycle described in the Code of Practice, 2015, to ensure that cycles of support and targets are assessed on a regular basis.

How will the curriculum and learning environment be matched to my child or young person's needs?

We modify and differentiate using the Graduated approach which can include adaptation of task, different support or an individual support program. The long term curriculum plans for each year group are available on the school **website**. 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 Special Educational Needs their work will be further differentiated to enable them to access the curriculum more easily whilst still providing sufficient personal challenge. In addition, they may be provided with additional support that may include specialised equipment or resources, ICT and/or additional adult help.

We seek support from a number of sources such as the Educational Psychology team, Autism Outreach, SENISS and Behaviour support to ensure that our provision is tailored to meet the needs of each child. We also seek advice from local Specialist schools. ICT equipment can be used to support, whilst additional

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Teaching, Learning and Support

adult help is sometimes necessary. Teaching assistants and teachers deliver interventions throughout the day and address any learning needs as necessary. Class teachers are responsible for the day-to-day teaching for children with SEND, seeking support from the SENDCO as necessary. Children have access to ICT equipment as necessary. Children with SEND also have the opportunity to use an adult as a scribe if necessary.

How resources are allocated to meet children or young people's needs?

The SEND budget is allocated per child on the register at the time of the October Census. This budget is then used to buy into necessary services. Additional funding can be applied for on a needs basis to Staffordshire County Council. This is in the form of Additional Extra Needs (AEN) funding. Further need is met through application for an EHC plan, beginning with a Needs Assessment.

How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis?

We aim to identify children with additional needs as soon as possible. This follows the Graduated Approach of Assess, Plan, Do, Review cycles. If staff have concerns about your child, they will carry out assessments and hold discussions with the SENDCO. Children may find it difficult to learn new information, they may be behind in their learning or struggle in social situations. Every teacher is a teacher of children with SEND and as such they will make reasonable adjustments within the classroom to support your child. If necessary additional support will be sought after from outside agencies.

Support can be sought from

- The School Nursing Team
- Educational Psychologists
- Behaviour Support
- Special Educational Needs Support Service (SENISS)
- Autism Outreach – for children with diagnosed Autism Spectrum Conditions

Permission will be sought from parents at every opportunity prior to outside agency involvement. When a Learning Support Plan is necessary, class teachers will meet with parents each time a new one is due to be written to share progress across the targets and to gain input.

How will equipment and facilities to support children and young people with SEND be secured?

At Barlaston we have access to a range of resources to support children with SEND. We use coloured overlays, talking tins, wobble cushions, fidget items to name but a few. Resources are allocated on a needs basis and are available for all children.

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Teaching, Learning and Support

How will you and I know how my child or young person is doing?

Regular meetings with parents/carers and the class teachers will be scheduled throughout the year to discuss progress and any concerns. Teachers can be contacted on a regular basis if needs arise that need to be addressed between official meetings.

Children are assessed against the National Curriculum. For some children who are working below their Key Stage, PIVATS and the Pre Key Stage Assessment frameworks will be used to identify and track small steps of progress.

Reviews will take place three times a year. These will involve meetings between parents and teachers to review Learning Support Plans, discuss progress and set new targets.

How will you help me to support their learning?

Where necessary, support materials will be sent home to enable you to support your child's learning. This may be flash cards, individual learning and reading books. When new initiatives are introduced at school, parents will be invited to meetings to share the best ways that they can support their children.

How do we consult with and involve children and young people with SEND in planning and reviewing their education?

Children will be asked for their input in ways that are appropriate to their level of learning. This may be by giving feedback in lessons to the class teacher indicating how difficult they felt a task was. For children who have an EHCP, they will be asked to complete a feedback sheet with their parents before their EHCP review.

How do you assess and evaluate the effectiveness of provision for children and young people with SEND?

Assessment is carried out on a half termly progress and tracked to ensure progress. Teachers participate in tracking meetings and are held accountable for the progress of all children in their class. Learning walks, book scans and pupil conversations are held on a regular basis and are directed at children across a range of abilities in order to gather information on a range of things such as planning, differentiation support and outcomes.

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Keeping students safe and supporting their wellbeing

How do you ensure that my child or young person stays safe outside of the classroom?

Staff are on hand at all hand over times to ensure that all relevant information is passed on, both from and to parents/carers. During playtime there are always two members of staff on duty to support the children and keep them all safe. For children who struggle particularly at lunchtime, we offer nurture lunches with a member of staff and a small number of children. During these times children can use iPads, play games or build with Lego.

For children with more severe needs, a detailed risk assessment is carried out and updated at least yearly.

We have up to date safeguarding training for all staff. Mrs Clarey, the head teacher, is the school's Designated Safeguarding Lead.

What pastoral support is available to support my child or young person's overall social and emotional development and well-being?

We provide Social skills group three time a week with the SENDCo. These focus on developing Emotional Understanding, social skills, confidence and friendships. We take advice from specialist teachers from local special schools. WE also offer the opportunity to participate in nurture lunches, where children can play games with selected peers under the supervision of the SENDCo. We have a clear anti-bullying policy available on the school website (**School Policies | Barlaston CE (VC) First School**). We use lots of positive praise with our children and aim for a Restorative approach to conflict resolution, supporting children to see the errors in their behaviours and then subsequently the way in which they can behave in the future.

We also provide Lego Therapy and drawing therapy with children who are in need.

How will you manage my child or young person's medicine or personal care needs?

The expectation is that all children attend school from Reception and are fully toilet trained. If children do have accidents whilst at school, staff will support the child to get changed with gentle prompting. If necessary, Personal Protective Equipment is used and staff step if. This tends to occur less higher up in the school. For children who need support with eating, such as those with speech and language disorders, parental advice is sought regarding the menu and which food are suitable. Adjustments can be made on a needs basis, such as children who may have sensory issues related to conditions such as Autism.

In case of a medical emergency, parents will be contacted to collect their child. If necessary, an ambulance will be called and parents will be informed. All staff have had First Aid training. A number of staff have received paediatric First Aid training.

We encourage parents, where possible, to arrange medical appointments outside school hours, especially dentist appointments. We do understand that at times this is not possible, especially when accessing NHS hospital services or certain clinic services. WE have the ability to support children with Speech therapy in school, and have been able to hold meetings in school for children via Zoom.

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

We offer support for children with behaviour difficulties in a range of ways.

We create detailed risk assessments looking at points throughout the day where children struggle and outline ways in which risk can be minimised and support can be put in place. We refer to the Behaviour Support Service who offer strategies and training to support individual children. We put into place pastoral support plans as necessary. The school behaviour policy is available on the school website: **School Policies | Barlaston CE (VC) First School**

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Keeping students safe and supporting their wellbeing

How do you support children who are looked after by the local authority and have D?

We have regular contact with social workers, and foster carers. Issues and needs are discussed as they occur with the class teachers. Class teachers attend PEP meetings on a regular basis. We liaise with the Virtual Schools Head for Staffordshire County Council.

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Working Together

Who is involved in my child's education?

Every class is taught by a fully qualified teacher, responsible for planning and teaching every child. They will plan work that is appropriate for all children. Each class also has access to a teaching assistant who is responsible for supporting the class teacher to deliver high quality education for all children. In some cases, children may have a 1-1 teaching assistant who is responsible for supporting the class teacher to deliver a specific individual curriculum, generally related to an EHCP.

Advice is sought from the SENDCO to ensure provision for children with SEND is appropriate.

How do you ensure that the SEND information about a child is shared and understood by teachers and all relevant staff?

All relevant staff are invited to see any relevant specialist information related to the needs of children with SEND.

Learning Support Plans are shared with all staff working with the child.

On occasions where it is necessary for high needs children, a key stage meeting is held with all members of staff to outline the needs of the child and to create an action plan to support them. This may include creating a risk assessment and pastoral support plan.

What expertise do you have in relation to SEND?

Staff are all aware of a range of Special Educational Needs and strategies that can be used to support them.

Some Teaching Assistants have been trained to deliver Reading Recovery, Fischer Family Trust interventions, and maths interventions

The SENDCO is due to complete the NASENCO qualification in 2022. The previous SENDCO has already gained the NASENCO qualification.

Staff take part in a range of CPD opportunities related to SEND. Autism Outreach will come in and work with specific staff who support children with Autism.

Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)?

We access support from a range of outside agencies in order to support our children.

- School Nursing Team

- Educational Psychologists

- Special Educational Needs and Inclusion Support Service

- Behaviour Support

- Autism Outreach

- Speech Therapists

- Occupational Therapists

Who would be my first point of contact if I want to discuss something?

Your first point of contact should you wish to discuss something should be your child's class teacher. They can be contacted via email, telephone or at the door.

Who is the SEND Coordinator and how can I contact them?

Emma Haddrell is the SENDCO and can be contacted via email at ehaddrell@barlaston.staffs.sch.uk

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Working Together

What roles do your governors have? And what does the SEND governor do?

The SEND Governor for Barlaston First School is Helen Marsden. She works with the SENDCo to report on the steps being taken to ensure compliance. She also ensures that there is appropriate challenge to leaders so that SEND remains high on the school's agenda and that the school has high aspirations for SEND pupils. The SEND link Governor also supports staff to understand the things which affect how looked after and previously looked after children learn and achieve.

How will my child or young person be supported to have a voice in the setting, school or college?

All children are given the opportunity to become part of the school council and eco council.
In the future there will be opportunities for Pupil Voice discussions to be carried out throughout the school.

What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?

Periodically space becomes available on the Governing body for parents to become school Governors. This is done via application and vote.
Due to Covid and the restrictions on numbers allowed in school and cross infection, there have been a reduced number of opportunities for parents to become involved in school life. However, ordinarily, we have family lunches, stay and play sessions, craft afternoons, reading volunteers in Early Years, an active PTA and weekly family worships.

What help and support is available for my family through the setting?

Should support be needed when completing paperwork, staff will be able to support. On occasion staff can provide written letters to support applications, such as for Disability, Living Allowance, or for referrals to doctors or outside agencies. In these cases, support would generally come from the class teacher or whoever knows the child the best.

Should support for completing paperwork be needed, this can be arranged with the SENDCo via appointment.

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Inclusion & Accessibility

How will my child or young person be included in activities outside the classroom, including trips?

Reasonable adjustments are made for all children with SEND to ensure they can participate fully in wider activities outside of the classroom. Where necessary, children with high needs are provided with one-to-one support on school trips. Parental concerns are taken very seriously and all effort are made to ensure all needs are met. Prior to Covid restrictions, parents have been asked to accompany their children on educational visits. There is a full range of clubs available to all children in the school for a small charge. We also offer before and after school club care, in addition to holiday club.

How accessible is the setting's environment?

Adjustments have been made to our school environment. We have an accessible AstroTurf football pitch available for all children to use. Our classrooms are spacious. The majority of rooms are also wheelchair accessible. Should we have children who need to use a wheelchair, we move the classrooms to ensure they are still completely accessible. All of the grounds are accessed via ramps. We have a playground area covered in solid rubber material to provide a safer space for children with sensory needs. The school's Disability Equality policy is available on the school website at **School Policies | Barlaston CE (VC) First School**.

Is the building wheelchair accessible?

Fully Accessible

Partially Accessible

Not Accessible

Most of our school is on one level. There are two classrooms which have steps to the outside area. We have been able to change these classrooms around to accommodate any children who are in a wheelchair. The rest of the school is flat and easily accessible.

Are disabled changing facilities available? Yes

No

There is a spacious disabled toilet located next to the main entrance. However, there are no facilities for showering.

Inclusion & Accessibility

Are disabled toilet facilities available? Yes
No

There is a spacious disabled toilet located next to the main entrance

Do you have parking areas for pick-up and drop-offs? Yes
No

The school drive is quite small and parking is limited. There are no designated drop off or pick up areas.

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Joining and moving on

Who should I contact about my child or young person joining your setting?

Admission to primary and middle schools September 2022 entry - Staffordshire County Council

Admission information to our school can be found on the Staffordshire connects website using the link above. For general admission, application should be done to Staffordshire County Council, identifying your preferences. We also offer mid-year admissions on a needs basis. Parents can ring our school to find availability in a desired class. If there is availability, an appointment can be made to see Mrs Clarey for a visit.

For children who have an EHCP, Barlaston would be contacted in the first instance by Staffordshire County Council if we are the closest geographical school to your home location.

How can parents arrange a visit to your setting, school or college? What is involved?

At the moment we are offering Covid secure visits to our school once the children have all gone home. These are guided tours of our building with the head teacher who can answer all of your questions.

We also offer open days, particularly for our Early Years classes, again these visits are Covid secure, tending to be held at the weekend.

How will you prepare and support my child or young person to join your setting? How will you support them to move on to the next stage?

Should your child need additional transition support, when joining our school, this can be arranged with the class teacher and head teacher.

We have very strong links between all of our key stages, so transition between key stages within our school is easy. We can offer additional transition arrangements with middle schools should this be necessary for some children. Information is shared between key stages and up to middle schools as necessary. This information will include any reports from professionals and Learning Support Plans as necessary.

As a First School and Nursery, children join us at age 3 and leave us at age 9 in order to move to Middle School. We encourage and support all of our children to develop the life skills of independence and personal responsibility from a young age. All pupils are responsible for keeping our environment clean, with high expectations of tidiness. Nursery children are taught from the start the importance of 'tidy up time' and all participate fully. All children are expected to take care of property both their own and others. We have school council representatives and Eco Council representatives from all classes who take an active role in the development of initiatives across school. Our desire is to foster independent children who can fully participate in wider society, with a Christian ethos.

Should children need additional support with independence we create targets on their Learning support plans and share these with parents and staff working with the child. We also discuss children at the point of transition so that full support can be provided in their next school.

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Additional Information

What other support services are there who might help me and my family?

<https://www.bdadyslexia.org.uk/> - British Dyslexia Association

<https://www.rnib.org.uk/> - Royal National Institute for the Blind

<https://councilfordisabledchildren.org.uk/> - The Council for Disabled Children

<https://www.ndcs.org.uk/> - National Deaf Children's Society.

<https://www.autism.org.uk/> - National Autistic Society

<https://adhdfoundation.org.uk/> - ADHD Foundation

<https://www.diabetes.org.uk/> - Diabetes UK

<https://www.ipsea.org.uk/Pages/Category/get-support> - Independent Provider of Special Education Advice Charity

<https://www.staffs-iass.org/home.aspx> - Staffordshire Family Partnership

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=9&loboolean=1> – Extra help on Staffordshire Connects

When was the above information updated, and when will it be reviewed?

This information was reviewed on 31/10/2021 and will be reviewed annually.

Where can I find Staffordshire's Local Offer?

Staffordshire's SEND Local Offer can be found at www.staffordshireconnects.info

The website of full of information , support and services for children and young people aged 0-25 with special educational needs or disabilities.

What can I do if I am not happy with a decision or what is happening?

If you wish to share feedback on our school, please feel free to do so. Feedback can be shared verbally with your child's teachers or with the head teacher. You can also contact the school via telephone, email or letter. Occasionally you may not be happy with a decision that has been made or something that is happening. At this time a discussion with your child's class teacher should be sought in order to provide both you and the teacher the opportunity to explain the situation and come to an agreement.

Although it is extremely rare, should you wish to make a complaint about the standard of education or support your child has received at Barlaston First School, the school has an official complaints policy that should be followed. This can be found on the school website, by following this link

<https://barlaston.staffs.sch.uk/parents/policies>

In the first instance, complaints should be raised with the head teacher, Mrs Clarey. Complaints can also be made to the Chair of Governors, Mr Tomblin, particularly if the complaint relates to the Head Teacher.

Additional Information

Type of Setting (*tick all that apply*)

- | | | | | |
|---|--|--------------------------------------|---|----------------------------------|
| <input checked="" type="checkbox"/> Mainstream | <input type="checkbox"/> Resourced Provision | <input type="checkbox"/> Special | | |
| <input checked="" type="checkbox"/> Early Years | <input checked="" type="checkbox"/> Primary | <input type="checkbox"/> Secondary | <input type="checkbox"/> Post 16 | <input type="checkbox"/> Post 18 |
| <input type="checkbox"/> Maintained | <input type="checkbox"/> Academy | <input type="checkbox"/> Free School | <input type="checkbox"/> Independent/Non/Maintained/Private | |
| <input type="checkbox"/> Other (Please specify below) | | | | |

We are a mainstream First School with an attached Nursery. We cater for children between the ages of 3-9.

DFE Number

860/3027

District

- | | | | |
|------------------------------------|------------------------------------|--|--|
| <input type="checkbox"/> Cannock | <input type="checkbox"/> Lichfield | <input type="checkbox"/> East Staffordshire | <input type="checkbox"/> Tamworth |
| <input type="checkbox"/> Newcastle | <input type="checkbox"/> Moorlands | <input checked="" type="checkbox"/> Stafford | <input type="checkbox"/> South Staffordshire |

Specific Age range

3-9

Number of places

150

Which types of special educational need do you cater for?

As an inclusive mainstream school, we cater for children with a range of special educational needs. Currently we support children with a diagnosis of Autism, ADHD, Social, Emotional and Mental Health difficulties and a range of medical conditions including Diabetes.

- inclusive mainstream school special school

Offer specialisms in. Tick all those that apply.

- | | |
|---|---|
| <input type="checkbox"/> Resource for autism | <input type="checkbox"/> Resource for social, emotional and mental health |
| <input type="checkbox"/> Resource for cognition and learning difficulties | <input type="checkbox"/> Fully accessible environment – for pupils with physical or sensory needs |

Additional Information

- | | |
|--|---|
| <input type="checkbox"/> Deaf friendly | <input type="checkbox"/> Resource for moderate learning difficulty |
| <input type="checkbox"/> Resource for physical disability | <input type="checkbox"/> Resource for profound and multiple learning difficulty |
| <input type="checkbox"/> Resource for severe learning difficulty | <input type="checkbox"/> Resource for speech, language and communication needs |
| <input type="checkbox"/> Visual impairment friendly | |

Other specialist support/equipment:

- Specialist technology

Comment:

- | | |
|--|---|
| <input type="checkbox"/> Rebound trampoline | <input type="checkbox"/> Hydrotherapy |
| <input type="checkbox"/> Accessible swimming pool | <input type="checkbox"/> Medical |
| <input type="checkbox"/> Outreach and family support | <input type="checkbox"/> Therapy services |
| <input checked="" type="checkbox"/> Bought in support services | <input type="checkbox"/> Hearing loop |
| <input checked="" type="checkbox"/> Sensory room/garden | |