

SEND Policy and Information Report

Barlaston C of E (VC) First School

2021 / 2022



Incorporating the Local Offer found at [Staffordshire Connects](#)

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

As a Church school, we value all of God’s children, and through our Christian values and vision, aim to enable 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 in 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.

Approved by: Mrs A Clarey **Date:** November 2021

Last reviewed on: November 2021

Next review due by: September 2022

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1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with Special Educational Needs and Disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

We do this by:

- Making reasonable adjustments for those with a disability by ensuring full access to the curriculum, the environment, and to the printed information for all.
 - Ensuring that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
 - Reducing barriers to progress by embedding the principles in the National Curriculum Inclusion statement.
 - Using our best endeavors 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, Emotional and Mental Health
 - Sensory / Physical
 - Requesting, monitoring and responding to parent / carers’ and pupils’ views, in order to establish and maintain high levels of confidence and partnership/
 - Ensuring a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
 - Supporting and ensuring full inclusion of pupils with medical conditions in all school activities by ensuring consultation with health and social care professionals.
 - Working in cooperative 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.
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2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCos) and the SEND information report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is **additional to, or different from**, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Mrs Emma Haddrell and can be contacted via email: ehaddrell@barlaston.staffs.sch.uk

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND governor

The SEND governor is Helen Marsden. She can be contacted via email: hmarsden@barlaston.staffs.sch.uk

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, processing difficulties, epilepsy

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

We also identify children with Special Educational Needs through discussion with parents / carers, previous schools or if a pupil themselves identify that they are struggling. In all cases, discussion will take place with parents before deciding that a pupil has Special Educational Needs.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support, usually in the form of a face-to-face meeting, where target setting will be shared.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views

- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

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

On Transition:

- 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.
- 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.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

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 SEND 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.

We will also provide the following interventions:

- Reading Recovery
- Social skills development
- SPRINT Curriculum
- Art Therapy
- Lego Therapy
- Play Therapy
- Write from the Start fine motor control
- Plus One Maths
- Times Two Maths

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Some children have a specific tailored curriculum planned to meet their individual needs

5.8 Additional support for learning

We have 8 teaching assistants who are trained to deliver interventions such as Reading Recovery, Play therapy, Phonics interventions and Maths interventions.

Teaching assistants will support pupils on a 1:1 basis when specified on an EHCP or there is need for a specific individual intervention, such as Plus One Maths.

Teaching assistants will support pupils in small groups when working in a classroom environment or when supporting the development of social skills.

We work with the following agencies to provide support for pupils with SEND:

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

5.9 Expertise and training of staff

Our SENDCO has one year of experience in this role and has worked as a teacher previously for 12 years. She is currently supporting in the role of a teaching assistant in addition to working as the SENDCo. She is completing the National Award for Special Educational Needs Co-ordinators, which will be completed in January 2022.

They are allocated one full day a week to manage SEND provision.

In the last academic year, staff have been trained in Restorative Practices.

5.10 Securing equipment and facilities

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.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 8 weeks
- Using pupil questionnaires
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip to Standon Bowers and make adaptations to ensure this is possible.

All pupils are encouraged to take part in [sports day/school plays/special workshops/theme days

No pupil is ever excluded from taking part in these activities because of their special educational need or disability.

- Arrangements for the admission of disabled pupils, i.e.
 - All admissions arrangements are dealt with by Staffordshire County Council. More details can be found on the Local Offer [Current arrangements: Overview - Staffordshire County Council](#)
 - For pupils with an education, health and care (EHC) plan, Staffordshire County Council consult with the closest school to your home address. You have the option of naming a preferred school on an EHCP.
- Supporting all pupils is at the heart of our school philosophy. Our Disability-Equality policy outlines all of the ways in which we have adapted to ensure that all pupils are accommodated safely and fairly within all areas of our school life. [School Policies | Barlaston CE \(VC\) First School](#)

➤ The school's Disability Equality Scheme and Access Plan outlines all of the ways in which we have ensured that our school is a safe and accessible place of learning for pupils with all disabilities. [School Policies | Barlaston CE \(VC\) First School](#)

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of the Woodland Group to promote teamwork/building friendships

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

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

Referrals to these agencies are made through the SENDCo on a needs basis. Where reports have been provided, these are shared with class teachers and are actioned.

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy which can be found on the school website:

[School Policies | Barlaston CE \(VC\) First School](#)

Complaints can then be escalated to the SENDCo, Head teacher or the Governing Body if necessary, especially in cases where a complaint is directed towards the Head teacher.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEND

Specific support can be obtained from a number of agencies:

<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&boolean=1> – Extra help on Staffordshire Connects

5.17 Contact details for raising concerns

Should you have concerns regarding the provision for your child, the first instance would be a meeting with your child's class teacher. This can then be escalated to the SENDCo or headteacher as necessary. Should your concern be regarding the headteacher or the school in general, then this would be addressed to the governing body.

office@barlaston.staffs.sch.uk

ehaddrell@barlaston.staffs.sch.uk

headteacher@barlaston.staffs.sch.uk

gtomblin@barlaston.staffs.sch.uk

5.18 The local authority local offer

Our contribution to the local offer is: [School Details - Staffordshire County Council](#)

Our local authority's local offer is published here: [Special Educational Needs and Disabilities \(SEND\) Local Offer | Staffordshire Connects](#)

6. Monitoring arrangements

This policy and information report will be reviewed by Mrs Emma Haddrell, the SENDCo and Mrs Amanda Clarey, the headteacher **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to the following documents which can be found on the school website at: [School Policies | Barlaston CE \(VC\) First School](#)

- Behaviour policy
- Anti-Bullying Policy
- Pupil Premium Strategy Statement
- Equal Opportunities Policy
- Administration of Medicines Policy