



**Barford St Peter's C of E Primary School (VA)
INFORMATION REGARDING SEND
(Special Educational Needs and Disabilities)**

GENERAL STATEMENT

Barford St Peter's is a fully inclusive mainstream Voluntary Aided Church School and we strive to ensure that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs). This document is intended to provide you with information regarding the ways in which we ensure we support all of our pupils, from the most able to those with SEND, in order that they can realise their full potential.

Regulations	Question	
<p>1. The kinds of special educational needs for which provision is made at the school.</p>	<p>Do you have children with SEND in your school?</p> <p>What kinds of SEND do those children have?</p>	<p>We are a mainstream school and the majority of our pupils are expected to reach or exceed the Age Related Expectations for their age. A small number of our pupils do have special educational needs. Children are identified as having SEND when their progress has slowed or stopped and the interventions, resources etc. we normally put in place do not enable improvement. If there is a cause for concern a discussion takes place between the class teacher and the Inclusion Manager. Typically, children with SEND in our school have difficulties with speaking and language, learning generally (especially reading and/or writing), social or emotional development, sensory difficulties and with sight or hearing.</p>
<p>2. Information related to mainstream schools about the school's policies for the identification and assessment of pupils with SEN</p>	<p>How do you know if a pupil has SEND?</p> <p>How will I know if my child is receiving SEND support?</p>	<p>At Barford we monitor the progress of all children. Parents are also encouraged to approach the teachers if they believe their child has specific needs. Our Inclusion Manager is available to offer advice and give guidance as soon as there are concerns. They support the class teachers to plan activities such as small group work or special programmes to help the child. If these activities don't help the child to make good progress, it may be suggested that temporary additional support will be required, or we seek advice from an external specialist service. If the child still does not make good progress the class teacher will meet with parents/carers and together agree that additional SEND support will be put in place. As soon as your child's SEND has been identified we will contact you and invite you to come into school to discuss plans to help him or her make better progress.</p>

<p>3. Information about the school's policies for making provision for pupils with SEND whether or not pupils have a health care plan.</p>	<p>Where can I find information about the school SEND Policy?</p>	<p>Our SEND Policy will give you the information you need about how we make provision for all pupils with SEND and it is available from the school website. If you would like to discuss our SEND provision or find out more, please make an appointment to meet with our Inclusion Manager and or your child's class teacher.</p>
<p>3a. How the school evaluates the effectiveness of its provision for such pupils</p>	<p>How do you make sure that the SEND support is helping pupils make better progress?</p> <p>How will I know that my child is making progress?</p>	<p>The progress of all children across the school is tracked. Staff assess and review these results in regard to specific children, to ensure that any specific provision is effective in helping children make progress. Additional assessments from external services include EIS, IDS and the Psychology Service including Child and Adolescent Mental health Service (CAMHS). This information is then shared with the Senior Leadership Team and generalised information regarding progression is shared on a termly basis with Governors. Individual pupils are not named in line with our confidentiality policy.</p>
<p>3b. The school's arrangements for assessing and reviewing the progress of pupils with special educational needs</p>	<p>How do you check and review the progress made by pupils with SEN?</p> <p>How will I be involved in those reviews? Who else will be there?</p>	<p>Review meetings happen termly with the class teacher and the Inclusion Manager. These meetings may be held as part of the normal parent evening arrangements; they are otherwise arranged outside these times. Those meetings that involve outside agencies may also include a specialist advisor. All assessments are reported to parents during the termly meetings. An annual report, in common with all children, is also produced. During Year 5 our Inclusion Manager ensures future providers from feeder secondary schools join the meetings, if necessary.</p>
<p>3c. The school's approach to teaching pupils with SEN</p>	<p>How do your teachers help pupils with learning difficulties or disabilities to learn, including what they learn?</p> <p>How can I find out more about what my child is learning at the moment?</p>	<p>The teacher will have the highest possible expectations for your child and all pupils in his or her class. All teaching is based on building on what your child already knows, can do and can understand. Your child's teacher/s will put 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. Your child's teacher will also put in place specific strategies (which may be suggested by the Inclusion Manager or staff from outside agencies) to enable your child to access the learning task. All children in school receive this. Your child's teacher will have carefully checked on his or her progress to monitor if your child has gaps in his or her understanding/learning and needs some extra support in order 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. These group activities might be led by either a teacher or a trained teaching assistant working to plans produced and discussed with the class teacher. Your child's class teacher will endeavour to give you more information about what the class is learning at the moment and how he/she is helping your child to make good progress. There is more information about the school curriculum on our website.</p>
<p>3d. How the school adapts the curriculum and learning environment for pupils with SEN</p>	<p>How have you made the school buildings and site safe and welcoming for pupils with SEN or disabilities?</p>	<p>The school site is on one level so is accessible to all. There are two disabled toilets. Adaptations are used in all classrooms to suit the individual needs of children. These include enlarged print, coloured overlays, wobble cushions, specific pencil grips which we will endeavour to provide, as well as personalised differentiation. There are a few spaces for quiet one to one support or small group work.</p>

<p>3e. Additional support for learning that is available to pupils with SEN</p>	<p>Is there any extra support available to help pupils with SEND with their learning?</p> <p>How will I know if my child is getting extra support?</p>	<p>We have trained Teaching Assistants who work in small group, whole class and one to one situations. Any planned support is timetabled by the class teacher with support from our Inclusion Manager and this is communicated to parents by the school.</p> <p>If there are specialist meetings for parents or activities for parents these will be communicated via letters from school.</p>
<p>3f. Activities that are available for pupils with SEN in addition to those available in accordance with the curriculum</p>	<p>What social, before and after school and other activities are available for pupils with SEND?</p> <p>How can my child and I find out about these activities?</p>	<p>Please click on the link to extra-curricular activities that are available to children of different age groups on the school website.</p>
<p>3g. Support that is available for improving the emotional and social development of pupils with SEN</p>	<p>How does your school support pupils' emotional and social development?</p>	<p>This will be supported through an individual programme tailored to meet the needs of each child. The school does buy in to a counselling service which has proved very effective. For children with specific social, mental or emotional health difficulties we work with the Educational Psychology Service/CAMHS/ etc.</p>
<p>4. In relation to mainstream schools, the name and contact details of the SEND Coordinator</p>	<p>Who should I contact if I want to find out more about how the school supports pupils with SEND?</p>	<p>Mrs Delaney is the Inclusion Manager. She can be contacted in school via the office.</p>
<p>5. Information about the expertise and training of staff in relation to children and young people with SEN and how specialist expertise will be secured</p>	<p>Who should I contact if I want to find out more about how the school supports pupils with SEND?</p>	<p>Mrs Delaney is an experienced Inclusion Manager. She can be contacted in school via the office. All staff receive training to share knowledge, strategies and experience, and ensure consistency of the school's approach for children with SEND. 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 IDS, or medical /health training to support staff in implementing care plans, as is required to meet physical needs. If you require any further information regarding training please contact the Headteacher Mrs Delaney via the office to make an appointment.</p>
<p>6. Information about how equipment and facilities to support children with SEN will be secured</p>	<p>What happens if my child needs specialist equipment or other facilities?</p>	<p>The school will endeavour to provide auxiliary aids such as triangular pencils, sloped desks for writing and special mice, and specific services. LA provides specialist equipment such as wheelchairs /standing frames etc.</p>
<p>7. The arrangements for consulting parents of children with SEN about, and involving such</p>	<p>How will I be involved with planning for and supporting my child's learning?</p> <p>Who will help me to support</p>	<p>Termly reviews will take place with the Class Teacher as well as Parent Evening appointments. The Class Teacher and Inclusion Manager are available for informal conversations. There is a termly curriculum newsletter and regular emails from the school. These are available on our school website. The school sends home information to parents about home support as and when they receive it. Please see homework policy</p>

parents in, the education of their child.	him/her at home?	and marking policy. Home/school diaries are used as appropriate.
8. The arrangements for consulting young people with SEN about, and involving them.	How is my child involved in his /her own learning and decisions made about his/her education?	Children fill in their own self-assessment evaluation forms each term. They are involved in their review meetings and at the end of KS2 make active contributions towards them. There are discussions with children at early stages about their perception of needs.
9. Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEN concerning the provision made at the school.	Who should I contact if I'm not happy with my child's learning and/or progress?	Your first step should be to express a concern to your child's class teacher. The Inclusion Manager is also available to talk. In the event of any difficulties the Headteacher will endeavour to resolve difficulties. See school website for our complaints procedure.
10. How the governing body involves other bodies, including health and social services bodies, LA support services and voluntary organisations, in meeting the needs of pupils with SEN and in supporting the families of such pupils.	Who else provides services in school for children with SEN or disabilities? How can my family get support from these services?	Parent Partnership can provide support for families of SEND children. Other agencies such as CAHMS provide a direct involvement with school and families. IDS provide some outreach services.
11. The contact details of support services for the parents of pupils with SEN, including those for arrangements made in accordance with clause 32.	Who should I contact to find out about other support for parents and families of children with SEN or disabilities?	Contact details of Parent Partnership Service, Family Voice Warwickshire
12. The school's arrangements for supporting pupils with SEN in transferring between phases of education.	How will you help my child make successful move into the next class or secondary school or other move or transition.	Pre-School to Reception and Key Stage 1 to 2 are internal transitions and will involve parents as seen as appropriate to ensure that specific needs of individuals are met. Secondary School transition processes/ information sharing between schools begin in Year 5 meetings. Additional support including, additional visits, is available for pupils with SEND to help them to make successful transitions. Parents and the child are fully involved in this process. The Secondary School Websites will also provide valuable information for parents.
13. Information on where the LA's local offer is published.	Where can I find out about other services that might be available for our family and my child?	The Warwickshire Local Offer website has information about the services that are available. The link can be found on the school website.