

# SEND information report

## 2023-2024

St. Bartholomew's Church of England Primary School, Quorn



### What is in a SEND Information Report?

- the kinds of SEND that are provided for
- policies for identifying children and young people with SEND and assessing their needs
- arrangements for consulting parents of children with SEND and involving them in their child's education
- arrangements for consulting young people with SEND and involving them in their education
- arrangements for assessing and reviewing children and young people's progress towards outcomes.
- arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood.
- the approach to teaching children and young people with SEND
- how adaptations are made to the curriculum and the learning environment of children and young people with SEND
- the expertise and training of staff to support children and young people with SEND
- evaluating the effectiveness of the provision made for children and young people with SEND
- how children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND
- support for improving emotional and social development.
- how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations
- arrangements for handling complaints from parents of children with SEND about the provision made at the school

## Our Mission:

At St. Bart's we have a very clear Mission Statement:

**“To provide a high quality, nurturing and inclusive learning environment which promotes and celebrates high standards of progress and attainment in academic, sporting and creative learning as well as making a positive difference to everyone’s mental health and well-being.”**

This is based around providing the children with a high quality, nurturing and inclusive learning environment that allows the children to grow as individuals, achieving their personal goals. As part of our focus upon providing an inclusive education, we have a support system in place for children with additional needs. This is based around communication between our Special Educational Needs Coordinator (SENDCo), parents and teachers. This allows us to fully support the needs of all children at school and there is also opportunity for parents to support at home too.

## SEND in our school

The SEND register is regularly reviewed and updated.

Number of children in school	513*
Number of SEND pupils	82*
Number of pupils with EHCP/Intervention Funding	14*

\*September 2023

## 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, visual impairments, hearing impairments, processing difficulties, epilepsy

## Identifying pupils with SEND and assessing their needs

In our school, we are constantly striving to meet pupils' needs. Through termly progress meetings between teachers and the Senior Leadership Team, pupils who are not making the expected progress are identified and additional support to try to improve learning will be put in place. Through quality first teaching and appropriate differentiation, class teachers will adapt the learning to support the child. The class teacher will communicate with the child's parents to ensure there is a shared understanding of the child's needs.

Where a pupil's progress continues to be less than expected, the class teacher will meet with the SENDCo to discuss the child's needs. There will be a review of interventions so far and a 'Green Initial Concerns' Form completed by the Class Teacher, with consultation with the parents and the pupil if possible. When the SENDCo has received the form, the requirement for additional assessments will be ascertained. A decision will be made as to whether a child requires "additional or different from" provision in order for their needs to be met and progress made. Parents are then invited to attend a meeting to discuss the need for special educational provision and share their thoughts and views about their child. The child's views (if appropriate) will also be sought. In consultation with parents, the child will be placed on the SEND Register at SEN Support level.

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 and emotional needs.

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

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.

## Consulting and involving pupils and parents

Our school is fully committed to a meaningful relationship with parents of children with Special Educational Needs. As a school, we will endeavour to ensure parents are as fully involved as possible about decisions about their child. We will provide them with the information and support necessary for their thoughts and views to be taken into account and valued.

The school will do this in the following ways:

- › Always making parents feel welcome and actively listening to their aspirations, wishes and concerns for their child. We aim to instil confidence and build meaningful partnerships.
- › The SENDCo aims to operate an "Open door" policy and is available for meetings by appointment.
- › Signposting parents to wider support, information and services pertinent to their child's SEND needs by ensuring they know how to access Leicestershire's Local Offer and SENDIASS (formerly Parent Partnership Service).
- › The school will endeavour to support and guide parents with their child's learning and development at home.
- › Class teachers will endeavour to develop positive relationships with parents and communicate any concerns regarding pupil's progress at the earliest opportunity.
- › A child's Small Step Targets will be shared with parents termly, with the previous targets being reviewed and new targets set which identify how to support the child and their learning. The parents can then support their child at home.

Our school recognises that all pupils have the right to be involved in making decisions about their education and learning and exercising choice. We aim to develop pupils' self-advocacy skills to support them successfully as they transfer to each new phase of their education. We will endeavour to help pupils communicate their own interests, aspirations, needs and rights. This will aid them to make informed decisions about their learning and future choices.

The school will do this in the following ways:

- › Self-knowledge: Working with parents and the young person, we will support pupils to understand their strengths, needs and approaches to learning, which are particularly successful for them. We will encourage them to have the confidence to voice their hopes, aspirations and concerns.
- › Wherever possible, and in an age appropriate manner, pupils with SEND will be encouraged to make decisions about future support and provision they feel they need to enhance their learning.
- › All staff will actively listen to and address any concerns raised by the children themselves.

## 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 teacher will work with the SENDCo to carry out an 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.

### Supporting pupils moving between phases and preparing for adulthood

When children start in Reception, visits are carried out to any previous settings to learn more about individual children and to ensure transfer to our school is as smooth as possible. Parents and children are invited to attend our induction programme in the summer term before they start school in August/September. We offer to visit children in their home setting prior to their starting school.

When children transfer from one class to another, or move to another school, we ensure:

- › Transfer of all written records, including a full history of information collated about your child.
- › They have opportunities to visit their new classroom/school and meet their new teacher/teachers.
- › If necessary, additional individual arrangements are put in place to ensure a seamless move, such as additional transition/induction visits or a transition mentor.
- › If a child is due to transfer to a specialist provision, we will work closely with the specialist setting to ensure a tailored transition programme.

### Our approach to teaching pupils with SEND

The class teacher remains responsible and accountable at all times for the progress and development of all children in their class. Quality First Teaching (QFT) is always seen as the first step in responding to pupils; who may have SEND. QFT is high quality, inclusive teaching for all pupils in a class. QFT includes differentiated and personalised learning to support SEND pupils in class and ensures all children and young people can progress in their education and wider development.

### 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 assistive technology, 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.

We also provide the following interventions:

<b>Communication and Interaction</b>	<b>Cognition and Learning</b>	<b>Social, Emotional and Mental Health</b>	<b>Sensory and/or Physical</b>
Language for Thinking	Toe by Toe	Nurture Group	Warwickshire Fine Motor Control Programme

Speech and Language Therapy programmes	Switch-on reading	ELSA	Dough Disco
Friendship Group	Direct Instruction-Precision Teaching	Social Communication Group	Big Moves
Social Communication Group	Plus 1	Think Wise	Sensory Circuits
Colourful Semantics	Power of 2		
	Hertfordshire Phonological Awareness Intervention		
	Enable oral blending		
	Enable GPC		
	Enable Blending for reading		

A few children may have specific barriers to their learning that cannot be overcome through Quality First Teaching and intervention groups, and may need extra specialist support from a professional outside of school.

If you, your child's teacher or the SENDCo have identified your child as needing extra specialist support:

- You would be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission to the school to refer your child to a specialist service.

This will help the school better understand your child's particular needs and be able to support their learning in school. 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 taught in class
- A programme of work to use in school
- A group set up by the professional and then run by the school staff
- Working directly with outside professionals

A few children have an Education, Health and Care Plan. This type of support is available for children whose learning needs are severe, complex or lifelong. This means that your child needs a high level of individual or small group teaching support which cannot be provided from the school budget. Usually your child will also need specialist support from a professional outside the school.

An EHCP is a legal plan which grants the pupil and family additional funding to help support their learning in school. Usually, the funding is given to schools to use and implement in the best way to support the individual.

You can find more information about EHCPs from our school SENDCo or via the Local Offer:

[www.leics.gov.uk/local\\_offer](http://www.leics.gov.uk/local_offer)

## Expertise and training of staff

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. Training needs of staff are identified through the school's self-evaluation process and are linked to the needs of the pupils and provision to support them.

Our SENDCo is a qualified Teacher and holds the National Award for SEN Coordination. They have worked as a Class Teacher, SEND Teacher and SENDCo in both mainstream and independent settings. They are allocated 4 days a week to manage SEND provision.

We have a team of 29 classroom support staff - made up of 2 Nursery Nurses, 23 Learning Support Assistants and 4 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

We are also pleased to offer the ELSA Programme in our school, an initiative developed and supported by Educational Psychologists. Our ELSA is Mrs Williams.

In the last academic year, relevant staff have received training in Good Autism Practice in the Early Years, Team Teach, Precision Teaching, Sensory processing and integration, RNIB Contracted Unified English Braille (Level 2) and Assistant SENDCo training.

## **Securing equipment and facilities**

Children with SEND are closely monitored and when a need is identified, the class teacher and SENDCo work together to identify resources available to meet their needs. The SENDCo and the Head teacher monitor the allocation of resources across the school, identifying areas of need and support provided in each year group/phase.

When making a decision about the support a child receives, the school will also take the following criteria into account:

- › School must be able to afford the support through its delegated budget
- › Amount of support is dependent upon which interventions are being used for each child.

Our school continues to improve its accessibility features and has the following special facilities:

- › All our classroom entrances are wide enough for wheelchair access and the designated points of entry for our school also allow wheelchair access.
- › Most rooms and facilities are located on the ground floor.
- › 3 Disabled toilets
- › Lift to 1<sup>st</sup> floor classrooms
- › Ramp access to playground

## **Evaluating the effectiveness of SEND provision**

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

- › Reviewing pupils' individual progress towards their Small Step targets each term
- › Reviewing the impact of interventions after a fixed period of time, ranging from 6 weeks to 1 term
- › Using pupil voice
- › Monitoring by the SENDCo
- › Learning Walks, undertaken by Assistant Heads and Head Teacher
- › Using standardised assessments to measure progress
- › Holding annual reviews for pupils with EHCPs

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

We have an inclusive policy whereby all children are expected to join in all activities in and out of school. We will provide the necessary support to ensure that this is successful. After school provision, activities outside the classroom and school trips are accessible to all children including those with SEND.

No pupil is ever excluded from taking part in activities because of their SEN or disability.

Our school Admissions Policy avoids disadvantaging pupils with a disability:

- The law requires Children with an Education Health and Care Plan (EHCP) that names a school in their plan is allocated the place and is not subject to conditions set out within our Admissions Policy.
- Our oversubscription list is ranked in the same order as the published oversubscription criteria.

Our School Accessibility Plan 2023-2026, which covers how we aim to improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services we provide and improve the availability of accessible information to disabled pupils, can be found here:

<https://www.st-bartholomews.leics.sch.uk/page/?title=Policies&pid=33>

## **Support for improving emotional and social development**

Class teachers are responsible for ensuring the well-being of children in their class. They are the first point of contact for children. Class teachers and teaching assistants have a lot of strategies they can use to ensure that every child feels confident, secure and safe. Children are encouraged to come and talk to an adult they trust if they are worried or concerned about anything.

Children with SEND are monitored closely so that we are familiar with their needs and the aspects of the school day that they may find difficult. Some children may have a 'meet and greet' start to the day with a familiar adult, or a buddy system in place in or out of the classroom. Some children may attend lunch clubs, to support their difficulties as well as to practise specific skills.

Children may also receive support from our Emotional Literacy Support Assistant (ELSA).

## **Working with other agencies**

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

- Early Years Support Team
- Learning Support Team
- Educational Psychology Team
- NHS Speech and Language Therapy
- Autism Outreach Team
- Leicestershire Educational Psychology Service
- School Nurse
- Hearing Impairment Team
- Visual Impairment Team
- Assistive Technology for Education Support Team
- GPs
- Community Paediatricians
- Physiotherapists
- Occupational Therapists
- Social Care

(This list is not exhaustive and subject to change according to the needs of the children)

## Complaints about SEND provision

Our school is committed to working in close partnership with all members of the school community. The school places great value on the role which parents and carers can play in supporting children's learning. Staff and governors actively encourage a positive relationship between the school and the families of children who attend the school.

If, at any time, a member of the school community has a concern about an aspect of life at the school, the concern will be dealt with by the school as quickly, sympathetically and effectively as possible. It is hoped that most concerns will be settled amicably at this stage. However, if there is a continuing concern, this can be directed through the formal stages as outlined in the school's complaints procedure.

Complaints about SEND provision in our school should be made to the class teacher and/or SENDCo in the first instance. They will then be referred to the school's complaints policy. The School's Complaints Policy outlines the formal procedures which will be involved when initial attempts to resolve the issue are unsuccessful and the person raising the complaint remains dissatisfied and wishes to take the matter further.

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

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

- Specialist Teaching Services Telephone: 0116 3059400  
(Autism Outreach Team, Hearing Support, Vision Support, Learning Support Service)
- SENA - 0116 3056600
- SENDIASS - 0116 305 5614

## Contact details for raising concerns

Head Teacher, Mr Alex Clark: [office@st-bartholomews.leics.sch.uk](mailto:office@st-bartholomews.leics.sch.uk)

SENDCo, Mrs Sara Taylor: [sendco@st-bartholomews.leics.sch.uk](mailto:sendco@st-bartholomews.leics.sch.uk)

SEND Governor, Mrs Laura Schofield: [lschofield@st-bartholomews.leics.sch.uk](mailto:lschofield@st-bartholomews.leics.sch.uk)

## The local authority local offer

Our contribution to the local offer is our SEN Policy which can be accessed here:

<https://www.st-bartholomews.leics.sch.uk/page/?title=Special+Educational+Needs&pid=51>

Our local authority's local offer is published here:

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>