

# Barn Croft Primary School



## SEND Information Report

### Introduction

All Waltham Forest Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the LA 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.

The four broad 'areas of need' are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs. Waltham Forest has produced a document advising what is ordinarily available in their maintained schools.

### What is the Local Offer?

#### The LA Local Offer

- The *Children and Families Bill* requires Local Authorities and schools to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs and Disabilities (SEND) aged 0-25. This is the 'Local Offer'.
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.
- *Please follow this link to Waltham Forest's Local Offer:*

<https://thehubcommunity.walthamforest.gov.uk/home>

### The School SEN Information Report

#### If your child has Special Educational Needs, what can we at Barn Croft Primary School offer you?

At Barn Croft Primary School, we embrace the fact that every child is different and therefore, the educational needs of every child are different; this is certainly the case for children with Special Educational Needs. We will always endeavour to adapt what we do to meet the needs of the child. This is known as "making reasonable adjustments". At Barn Croft Primary School the Headteacher and SENDCo have the overall responsibility for ensuring that the needs of

children are met. They will look at the provision currently in place and decide what reasonable adjustments can be made without compromising, for example, the positive experience of all of the other children in the class or the overall safe running of the school.

# Barn Croft Primary School



SEND (Special Educational Needs & Disabilities) Information Report Spring 2020

## 2. Who are the best people to talk to in Barn Croft Primary School about my child's difficulties with learning/SEND?

### The Class teacher is

Responsible for :

- Monitoring children's learning and ensuring they make the best progress they can.
- Securing good provision and good outcomes for SEND children by
  - providing differentiated teaching and learning opportunities,
  - ensuring there is adequate opportunity for children with special educational needs to work on agreed outcomes which are genuinely "additional to" or "different from" those normally provided as part of the differentiated curriculum offer and strategies". (SEN Code of Practice 2014)
- Ensuring effective deployment and use of resources – including teaching assistants in their classroom - to maximise outcomes for children with SEND.
- Delivering Individual Learning Plans.

### The Special Needs Co-ordinator (SENDCo), Gina Nair is

Responsible for:

- Developing and reviewing the school's SEND policy.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND), ensuring that appropriate resources are available and deployed effectively.
- 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
  - supported
- Liaising with all the other people who may be coming into school to help support your child's learning, e.g. Speech and Language Therapist, Educational Psychologist.
- Updating the school's SEND Profile (a system for ensuring that all the SEND needs of pupils in this school are known), and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

### The Head teacher, Tracey Griffiths is

Responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Head teacher will give responsibility to the SENDCo and class teachers, but is still responsible for ensuring that your child's needs are met.

- The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND. This is sometimes delegated to the SENDCo via termly Inclusion Reports shared at governing body meetings.

### **The SEND Governor is Christopher Rountree**

As the governing body is responsible for challenging the school and its members to secure necessary provision for any pupil identified as having special educational needs, the SEND Governor is responsible for:

- Making sure that the necessary support is given for any child with SEND who attends the school and that staff are equipped to do so.
- Monitoring the use of funds and resources – that they are used effectively.
- Monitoring that needs are being met.
- Ensuring that our school adheres to SEND policy.

School contact telephone number: 0208 521 1145

Email office: school@barncroft.waltham.sch.uk

## **2. What are the different types of support available for children with SEND in our school?**

Your child's teacher will, with the support of the SENDCo, Headteacher and Deputy Headteacher, have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning, and needs some extra support to help them make the best possible progress. This is usually following a pupil progress meeting, but can be at other times during the term too.

### **Quality First Teaching.**

Class teacher input, via excellent targeted classroom teaching (quality first teaching).

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved.

## **SEND support**

This will be planned according to the individual needs of your child but it may involve one or more of these types of provision

- small group teacher withdrawal/ teacher in class support
- individual support from staff member in class or withdrawal
- bilingual support/access to materials in translation
- further differentiation of resources, resources to support tasks
- senior leadership targeted support
- phonics catch up programme (Yr2)
- in class support from teaching assistants (TA's)
- individual intervention programmes e.g. social skills work
- visual timetables and resources
- language group (run by TA's, Teachers and Speech and Language Therapist)
- parent/carers group
- mentoring programme
- small group teaching e.g. motor skills/ sensory room work
- additional targeted clubs e.g. lunch time club
- Social Emotional & Mental Health support (SEMH)

## **Outside Agency Support**

This means a pupil has been identified by the SENDCo/class teacher as needing some extra specialist support in school from a professional outside the school. This may be from the Local Authority (LA), such as the Visual and Hearing Impairment Unit (who are a part of the SENDsuccess team), Educational Psychology Service. It may be a referral to an outside agency from the health team such as a Speech and Language Therapist, or Occupational Therapist.

## **What would happen:**

You will be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you to understand your child's particular needs better and be able to support them more effectively, both at home and in school. The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

On very rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care, in order to consider the need for an Education Health and Care Plan.

## **Specified Individual support - an Education, Health and Care Plan (EHCP).**

- This type of support is for children whose learning needs are severe, complex and lifelong.
- The EHCP will outline the outcomes expected and the types of support your child will receive from the LA and how this should be used, and what strategies must be put in place. It will also have long and short-term goals for your child. These plans can be in place for a child from 0 – 25 years old.

- An additional adult may be used to support your child with whole class learning, run individual programs or run small groups including your child.

### 3. How can I let the school know I am concerned about my child's progress in school?

- If you have concerns about your child's progress you should speak to your child's class teacher in the first instance.
- If you have concerns that your child has an unmet special educational need after speaking to the class teacher you should speak to Gina Nair, SENDCo.
- You can also speak to the Head Teacher, Tracey Griffiths or the Deputy Headteacher, Emma-jane Kelly.

### *4. How will the school let me know if they have any concerns about my child's learning in school?*

If your child is identified as not making progress the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have too
- plan next steps and learning outcomes for your child and to think together how we can support your child
- discuss any further assessments that might take place in school
- discuss with you any referrals to outside professionals to support your child's learning

### *5. How is extra support allocated to children and how do they progress with their learning?*

- Part of the main school budget that the school receives from the London Borough of Waltham Forest (LBWF) is allocated as a Notional SEND Budget to specifically support children with SEND. This figure is calculated by taking a percentage of the money allocated to school places plus a percentage of monies allocated due to Low Attainment figures and Deprivation factors.
- The Head Teacher decides on the budget allocation for special educational needs and disabilities in consultation with the school governors, on the basis of needs in the school.
- The Head Teacher and the Inclusion Lead discuss all the information they have about SEND 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. This then forms part of the school's provision map. All resources/training and support are reviewed regularly and changes made as needed.

## 6. Who are the other people providing services to children with SEND in this school?

### School provision

- Teachers
- SEND Teaching Assistants working within class or with small groups outside of class
- Teachers delivering interventions
- Learning Mentor
- Counsellor

### Local Authority Provision available for delivery in school

- Autism, Dyslexia, Cognitive and Sensory Needs Advisory Team (SENDSuccess)
- Educational Psychology Service
- Advisory Teacher for visual or hearing needs
- Speech and Language Therapist who visits the school every week
- Early Help

### Health Provision delivered in school

- School Nurse

### Other Organisations

We also work closely with other community/voluntary organisations e.g. DownRight Excellence and DashDotDance, who delivered a dance programme for our children with SEND.

## 7. How are the teachers in school helped to work with children with SEND and what training do they have?

- The SENDCo is available to support in planning for children with SEND.
- The Headteacher and SENDCo provide ECHP support plans - these are detailed documents with suggested daily classroom activities that the children can do to achieve the objectives in the plan
- The additional record keeping for children with ECHP plans is reviewed and suggestions shared
- Staff have individual lesson observations with feedback to improve their practice
- Staff have appraisal meetings and identify a personal target for their own professional development
- The school has a CPD plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND. A programme is specifically devised in order to meet the needs of children in a timely manner. Training is planned for the year ahead and can include - Early Years SEND Steps training, Supporting Children with Downs Syndrome, ADHD, Social Emotional and Mental Health and improving Autism practice and awareness across our school (to include non-teaching/TA staff e.g. midday staff).
- Individual teachers and support staff attend training courses both internally and externally that are relevant to the needs of specific children in their class or their own professional development identified through performance management.
- The SENDCo is undertaking a Post Graduate Certificate in SEND Co-ordination (NASENCO Award).
- Parent workshops ( The Solihull Approach – programme to help support parents) run by the Parent Liaison Lead and School Counsellor will provide targeted advice about particular concerns

### *8. How will the teaching be adapted for my child with SEND?*

- Class teachers plan learning according to the specific needs of all groups of pupils in their class, and will ensure that your child's needs are met
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.
- Teachers and other adults in the classroom work together to give targeted support needed according to your child's needs.

### *9. How will we measure the progress of your child in school?*

- Your child's progress is continually monitored by his/her class teacher
- His/her progress is reviewed at regular intervals and formally once a term at pupil progress meetings with the Head Teacher, SENDCo, Deputy Headteacher and the class teacher.
- Children with an EHCP will have a pupil passport which will be reviewed with the class teacher, SENDCo and shared with parents every term.
- Children at SEND Support will have a pupil passport which will be reviewed with you the class teacher and the SENDCo, every term and then a plan for the next term made. We use the assess, plan, do and review graduated approach as suggested in the Code of Practice 2014 and targets will be differentiated accordingly.
- The progress of children with a statement of SEND/ EHC Plan is reviewed as above and in addition to this formally reviewed at an annual review where all adults involved with the child's education are invited to attend or submit reports where needed
- Intervention programmes will be monitored and assessed at pupil progress meetings and every six weeks.

### *10. What support do we have for you as a parent of child with SEND?*

- The class teacher is always willing to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have at any time.
- The Head Teacher, Deputy Headteacher and Early Years Leader are available to discuss and offer support.
- All information from outside professionals will be shared with you by the person involved directly, or where this is not possible, in a report.
- Individual Learning Plans will be developed together and will be reviewed with your involvement each term.
- A home/school book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- Parents are informed and actively encouraged to support shared goals at home.
- Parent/Teacher Consultation evenings (3 times a year for all parents) will also give you information about how your child is progressing
- Half termly overviews will give you curriculum information and ways that you can support your child at home

- Parent workshops run by the Parent Liaison leader, Chris Moses, Loraine Sandy (Learning Mentor) and Helen English (Mental Health & Well-Being Leader) will provide targeted advice about particular concerns
- General parent workshops are also available and the SENDCo can give you information about these
- Support Group information is shared with parents as the school is informed about them
- The school website and newsletter provide information on where to get additional help, advice and support
- SENDIASS provide (via the Waltham Forest Directory) Advice & Support
- We support parents with making connections with other parents, professionals and organisations e.g. early help

### *11. What support is there for my child's overall wellbeing?*

- We are an inclusive school; we welcome and celebrate diversity. We believe that children having high self-esteem, is crucial to a child's well-being.
- The class teacher has responsibility for every child in their class therefore this would be the parents' first point of contact.
- Personal, Social, Health and Emotional Development (PSHE) forms the basis of our curriculum. We teach children to form good relationships with adults and peers and to have a sense of responsibility for their own behaviour. This education enables children to develop their self-confidence and self-esteem and become independent learners. We link our PSHE teaching to Social and Emotional Aspects of Learning (SEAL).
- If further support is required speak to a member of the senior leadership team for further advice and support. This may involve working alongside outside agencies such as Health and Social Care, and/or specialist educational services.
- We are constantly looking for opportunities to provide a creative balanced curriculum that encourages our children to use and learn a broad range of skills, exercise their potential, and love learning.

### *12. How does the school manage the administration of medicines?*

- The school has a policy regarding the administration and managing of medicines on the school site.
- We are only able to administer medicines which are prescribed by a doctor and are for an ongoing medical condition. We are not able to administer a course of antibiotics. Please ask for more advice at the Office.
- Your child will need to have a Care Plan in place before any medicine can be left at the school.
- Our school nurse (who visits twice monthly), office staff and SENDCo will be happy to support you with completing a care plan and provide advice.

### *13. How is Barn Croft Primary School accessible to children with SEND*

Our school building is accessible to children with physical disabilities:-

- Our main school building is on one level
- The Year 5 and Year 6 classes, which are in portacabins, are accessible via a ramp.

- Teaching resources and equipment used are accessible to all students regardless of their needs.
- All students have an equal opportunity to go on school trips. If needed extra support is provided.
- The school has a sensory room to cater for the needs of children with sensory integration needs (for more information please refer to our accessibility plan).

**14. How will we support your child when they are joining or leaving this school? OR moving on to another class/year?**

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. If your child is moving to another school:

- We will contact the new school SENDCo /Local Authority and ensure he/she knows about any special arrangements or support that needs to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- We will arrange a transition meeting, if this is possible, to plan any specific arrangements
- When moving to and from our school the parents are invited to meet with the SENDCo to review and plan next steps.
- Where necessary we will make a transition photo book showing who is who and the school environment

When moving classes in school:

When planning for the next academic year the needs of our SEND children are one of our main priorities in the leadership's decision making. We aim to make decisions as early as possible so transition can begin in Summer 2 Term. Information will be passed on to the new teachers in advance at the transition meetings. The SENDCo will meet with the team working with your children to go over specific details of things that will help with transition and that are individual to them.

We recognise that transitions for our children can be extremely difficult and make arrangements (this can sometimes involve seeking advice from professionals) where possible to anticipate needs that may arise as a result of change.

**15. How will my child be able to contribute their views?**

- We value and celebrate each child being able to express their views on all aspects of school life. This is carried out through circle time, assemblies, discussions with the Senior Leadership Team (e.g. during 'Hot Choc Friday' meetings, the class teachers, Eco Council and the School Council.
- Children also contribute to the School Improvement Plan through class questionnaires
- We ask children what they want to do as part of their Individual Learning Plan.
- Children's views on their learning are also collated at the Annual review of the ECHP or Statement this can be verbal, written or pictorial depending upon their needs.

**16. How will my child be included in activities outside the classroom including school trips?**

- All children are included in all parts of the school curriculum and we aim for all pupils to be included on school trips. We will provide the necessary support to ensure that this is successful. We always take a high number of adults with us and sometimes we ask that

children come with their adult parent so we can work together to make sure the trip is successful for all children.

- A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a pupil to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.
- If for any reason we are unable to make additional support available we will ask the parent to accompany their child.

### *17. How are the school's resources allocated and matched to children's SEND needs?*

- We ensure that all students who have special educational needs have their needs met to the best of the school's ability with the funds available.
- We have Teaching Assistants who are partly funded from the SEND budget and partly funded from the main school budget who support in class and deliver programmes designed to meet individual and groups of children's needs.
- The funding that the school receives (both the Notional SEND budget plus the additional high needs funding received for children with an EHCP) very rarely covers the cost of having a Teaching Assistant allocated to work with just one child. Therefore, Teaching Assistants work with more than one child most of the time as well as supporting the class teacher and the rest of the children in the class.

### *18. For further support or help solving a problem.*

Come and talk to us first we can usually sort it out.

However parents have the following rights of redress, should the school, governors or LA fail in its duty to provide, or if the parent disagrees with a decision or feels that there is discriminatory practice:

- The school's or LA's complaints procedure
- Complaints to OFSTED (about whole SEN provision rather than in relation to individual children and where the complaints procedure has not resolved the complaint)
- An appeal to the SEND First-Tier Tribunal about EHC assessments/plans and/or disability discrimination. This must follow mediation, unless it is a complaint over the naming of a school placement
- A complaint to the LA Ombudsman (for complaints against LAs if not resolved through the LA complaints procedure)
- Complaint to the Secretary of State (against schools or LAs)