

Special Educational Needs and Disabilities Information Report 2021/2022

Parent and Carer Information

This document is designed to be read in conjunction with our SEN policy. Should there be any further questions, please contact our SENCO Anna Pearson on enquiries@barrscourtps.org.uk or via the school office, who will be happy to help.

Our Vision and Values

We believe in providing all children, including those with a Special Educational Need or Disability (SEND), with a broad, balanced and engaging curriculum. We are highly committed to ensuring that this high-quality curriculum is accessible to all SEND pupils and that they are included alongside their peers in all opportunities. With a strong knowledge of the children and adjustments to their teaching, teachers will deliberately set ambitious targets for SEND pupils in order that they achieve their best and develop the skills and resilience to grow into the successful, life-long learners of the future.

What is a Special Educational Need?

A child is considered to have a Special Educational need if their attainment is significantly below that of their peers and/or they require educational provision that is 'additional to or different from' the other pupils in their class. Should a child receive any provision that is in addition to or different from the high quality teaching that is offered to their peers, they will be placed on the school's SEN register.

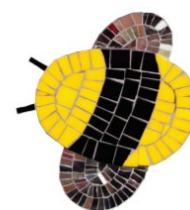
Special Educational needs can be described in four broad areas of need;

Communication and interaction needs; this includes speech, language and communication difficulties including autistic spectrum conditions.

Cognition and Learning needs; this includes children who have learning difficulties and specific learning difficulties like dyslexia and dyspraxia.

Social, Emotional and Mental Health needs; this includes difficulties such as; anxiety, adverse childhood experiences, and ADHD.

Sensory and/or Physical Needs; this includes children who have visual or hearing needs, or a physical disability that affects their learning or sensory processing disorders.



Who is responsible for monitoring the provision of SEN/D?

Mrs Anna Pearson is the school SENCO and it is her responsibility to co-ordinate the specific provision made to support individual pupils with SEND, including those with Educational Health Care Plans. The SENCO also provides professional guidance and advice and ensures all resources and training is kept up to date. You can contact Anna Pearson on enquiries@barrscourtps.org.uk.

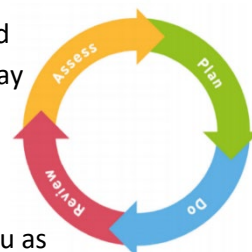
The SENCO is accountable to the Head Teacher (Daniel Webster) and along with the School SEN Governor (Amy Barrett), who supports and challenges the SENCO, they work together to determine the strategic development of SEN policy and provision in our school.

Who can I talk to if I am concerned about my child's progress or/and think my child may have a Special Educational Need?

If you are concerned about your child's progress or additional needs, then do not hesitate to speak with your child's class teacher who will listen to your concerns and give advice. Either send an email to enquiries@barrscourtps.org.uk or alternatively arrange a convenient appointment via your child's school planner/ office. Following this, it may be appropriate for you to have a further discussion with the SENCO, Anna Pearson. Daniel Webster (Head Teacher) and the SEN Governor, Amy Barrett, are also available if you have further concerns or feel that a complaint is necessary regarding your child's provision.

How does the school know if a child has a Special Educational Need or needs extra support?

We believe that early identification of special educational needs is crucial and will ensure that each child gets the necessary support in school to help them make progress, meet their potential and help provide the appropriate support for the family if needed. Your child's class teacher continually assesses how they are progressing with their learning in relation to age related expectations in all areas of the curriculum. This happens in many different ways e.g. observations, questioning, assessment tasks etc. If at any point a teacher feels your child may need additional support and provision that is different to that of their peers, you will be informed and the schools SENCO may also become involved. At this point, your child is named on the school's SEN register and an appropriate plan of action (MAP) is devised detailing provision and measurable outcomes. The action plan is reviewed at regular intervals (at least three times a year). This forms part of the graduated response; assess, plan, do, review process and is carried out in collaboration with you as parents/carers who know your child best. We also, listen to your child's views and opinions and they remain at the centre of any decisions. These views and the views of any professionals involved will shape provision and outcomes.



If a child continues to make limited progress despite additional support and are significantly below age related expectations it may be appropriate after discussion with parents/carers, to make a referral to an Educational Psychologist or other outside agencies for advice. The specific and expert advice provided by outside agencies will then feed directly into the child's action plan (MAP).

In some circumstances it may be necessary to apply for an Educational, Health and Care Plan (EHCP). The plan outlines any special educational needs a child has, and the provision a local authority must put in place to help them. A request for a needs assessment to the local authority can be made by anyone else who thinks an assessment may be necessary, including doctors, health visitors, SENCOs and parents. More information about the EHCP process can be found on the local offer link.

How will the school let me know if they are worried about my child's learning in school?

A concern about a child may be identified by the class teacher, parent or another professional. Once a concern has been identified, the class teacher and if appropriate the SENCO, will meet with you to discuss your child's progress and decide on an individual action plan (MAP). This will have identified additional provision and outcomes which will be decided alongside you, your child and any appropriate outside agencies. The provision and outcomes will be reviewed with you regularly and adapted as necessary.

We will also share communication through:

- Parent consultation meetings
- MAP review meetings
- Teacher drop-in time
- Informal conversations e.g. on the playground
- Using planners where appropriate

How will school staff support my child?

If your child needs individualised support that is additional to or different from that of their peers or/and they are significantly below age related expectations, class teachers will work closely with you and your child to put into place a personalised plan known as a MAP (My Action Plan).

How will the curriculum be matched to my child's needs?

Class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met. This is known as Quality First Teaching (QFT). In addition to this differentiation, adaptations may be made to the environment so it is accessible, additional resources provided such as a word banks, writing slopes or ear defenders, your child may work in a small group with a teacher or teaching assistant, there may e.g. 1:1 support where appropriate and specific intervention programmes may be used to address targets and use of specific learning programme from an outside agency e.g. a speech and language programme. For some children it may be appropriate for an individualised curriculum where there is a particular emphasis on an area of need.

What training has the staff supporting children with SEND had or are they having?

Staff are kept up to date with relevant training related to specific needs of individuals in school. The SENCO also shares regular knowledge and information with staff. We utilise opportunities for other professionals to come into school to train staff where needed and/or collaborate with other schools to share training/ knowledge and resources as appropriate.

Over the last year, staff have received training in the following areas-

- Training specifically for Teaching Assistants- Colourful Semantics, Supporting Children with Speech and Language and Communication Needs in the Classroom, Understanding Autism Spectrum Disorder.
- Sensory Circuits
- Speech and Language Support
- Emotion Coaching
- ELSA

What interventions are available at Barrs Court?

At times, the class teacher or SENCo may identify that a child has a particular difficulty that can be addressed with a specific intervention.

- Speech and Language support
- Time to Talk
- Smart moves (Gross motor Skills)
- Phonics
- Better Reading Partnership
- Maths Support, such as Power of 2
- Writing Support such as colourful semantics.
- Handwriting
- ELSA (Emotional Literacy Support)
- Sand Tray Therapy
- Lego Therapy (Social Skills)



What specialist services and expertise are available and how do we all work together?

Occasionally, in order to support the identified needs of your child, the school will seek advice and support from other professionals. We work in collaboration with a range of services and professionals who can support your child.

These include:

- School Nurse
- Early Help
- Educational psychologist
- Speech and Language Therapist
- Occupational Therapist (OT)
- CAMHS
- Inclusion Support Team
- Consultant paediatrician



In addition to these services, schools can access social services if there are additional concerns.

How does the school allocate its funding?

The school budget, received from South Gloucestershire, includes money for supporting children with SEND. The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school. This money may go towards purchasing material resources/specialist equipment, employing teaching assistants and training for all staff.

How is the decision made about what type and how much support my child will receive?

The school will use their professional judgement in consultation with parents, other staff members, and outside agencies to judge the level of support needed. The time allocated will vary according to the individual need of the child. Pupils with an Education Healthcare Plan will have provision clearly outlined in their plan that the school must legally provide.

How accessible is the school environment?

The school is fully wheelchair accessible and has disabled toilet and changing facilities. A range of specialist equipment is already available in school. If further equipment is needed for an individual, enquiries will be made by school as to how this will be secured. More information can be found on our school accessibility plan.

What support will there be for my child's overall wellbeing?

At Barrs Court we celebrate diversity and strive to promote children's wellbeing, resilience and positive self-esteem. We are proud to provide the following support-

- Family link worker (Parent Support Advisor)
- Social skills groups
- A range of therapist interventions (ELSA, Lego, Sand Tray)
- Staff trained to meet medical needs such as administering medicines where necessary (e.g. diabetes/allergy)
- Whole school participation in national awareness events e.g. Mental Health day, Anti-bullying Week
- We take Bullying seriously and will respond promptly to any incident brought to our attention.



How will my child be supported when moving between phases of education?

We recognise that transitions can be difficult for a child with SEND and we take steps to ensure that any move is as smooth as possible and information is accurately shared between professionals.

The class teacher/SENCO will oversee transition from one setting to another.

This will include:

- Meetings with Early Years settings/previous schools to discuss the needs of your child
- Sharing of information
- It may be appropriate for staff to see the child in their previous setting in order to observe the strategies and support already in place
- Opportunities for your child to visit the school and become familiar with the new environment
- Use of photos and social stories to familiarise your child with their new school and adults who will be working with them
- Story time and Stay and Play for children entering EYFS (FS2)

Moving classes within school

Each year children have several opportunities to familiarise themselves with their new classroom and teacher during move up afternoons and days. Teachers share transition information for any child who may need support. If appropriate children may receive additional support e.g. a transition group ran by an Emotional Literacy Support Assistant (ELSA), transition booklets with photographs and information, social stories etc.



Transition to secondary school

We make sure all relevant information is discussed in a meeting with appropriate school adults and the secondary SENCO, information and paperwork is shared so that the child's unique needs are understood by everyone. In some situations, it may be appropriate to arrange additional meetings between parents and professionals. Many local secondary schools organise extra visits for children with SEND so they can become familiar with the layout and routines. Sometimes children may go with a member of our staff, have lunch, meet key members of staff and make friends.

The Local Offer

The Local Offer is the Local Authority's publication which provides clear and detailed information about how you can access available provision across education, health and social care for children and young people in their area who have SEN or are disabled.

The SEND Local Offer can be via the following link-

<https://www.southglos.gov.uk/health-and-social-care/care-and-support-children-families/local-offer/>



Who can I contact for further information?

If parents/carers would like to discuss their child, they should speak to their child's teacher in the first instance. They may also contact the SENCO via the school office.

Below are some details of other organisations that may provide further useful information.

Supportive parents- <http://www.supportiveparents.org.uk/services-in-s-gloucestershire/>

Independent Provider of Special Education Advice (known as IPSEA)- <https://www.ipsea.org.uk/>

Mencap- <https://www.mencap.org.uk/>



SEN Code of Practice- <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

National Autistic Society- <http://www.autism.org.uk/about-autism/autism-and-asperger-syndrome-an-introduction/what-isautism.aspx>

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



The dyscalculia Information Centre- <http://www.dyscalculia.me.uk/>

Dyspraxia Foundation- [Dyspraxia Foundation- http://www.dyspraxiafoundation.org.uk/](http://www.dyspraxiafoundation.org.uk/)

Young Minds: Child and Adolescent Mental health- <http://www.youngminds.org.uk/>



The SEND Local Offer- <https://www.southglos.gov.uk/health-and-social-care/care-and-support-children-families/local-offer/>

