



BARWELL INFANT SCHOOL

## SEND Parent Information Report – April 2020

Welcome to our SEND information report, which is part of the Leicestershire Local Offer for learners with Special Educational Needs and Disabilities (SEND).

We believe that every child's learning journey begins with quality teaching, but that some children may need additional support along the way to achieve their learning targets; this is part of Barwell Infant School's commitment to inclusive practice. We aim to work closely with parents and carers to enable and empower them to play an active and valued role in their child's education. We want parents and carers to have a clear understanding of their child's needs, how they are supported in school and how we can work together to help their child achieve and succeed.

School/College Name:	Barwell Infant School
Address:	Townend Road Barwell Leicestershire LE9 8DG
Telephone Number:	01455 842310
Name of Head teacher/Principal:	Miss Terena Moreton
Head teacher/Principal's contact details:	01455 842310 admin@barwell-infant.leics.sch.uk
Website address:	www.barwellinfantschool.co.uk
Age Range of students (start and finish) to include Post 14 onwards where relevant):	4 – 7 years
Date of Last Inspection:	November 2017
Outcome of last inspection:	Good

Does school/college have a specialist designated unit/additional learning support department?

Yes  No

Total number of students with special educational needs at setting :	SEN Support: 15 Speech and Language Therapy Involvement: 14
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<b>The kinds of special educational needs for which provision is made.</b>
As outlined in our school Special Educational Needs and Disability (SEND) policy: <ol style="list-style-type: none"><li>1. Communication and Interaction.</li><li>2. Cognition and Learning.</li><li>3. Social, Emotional and Mental Health.</li><li>4. Sensory and/or Physical.</li></ol>
<b>“Where can I find information about policies for the identification and assessment of pupils with special educational needs and disabilities?”</b>
The school SEND policy is available on the school website – <a href="http://www.barwellinfantschool.co.uk">www.barwellinfantschool.co.uk</a>  This policy details our identification and assessment procedures for children with special educational needs. It also details our process of ‘Assess, Plan, Do, and Review’ for our children with special and/or additional needs.
<b>“Where can I find information about policies for making provision for pupils with special educational needs whether or not pupils have Education Health and Care (EHC) Plans?”</b>
The SEND Code of Practice 0-25 years (2014) underpins our school policy and procedures.  The school SEND Policy is available on the school website at: <a href="http://www.barwellinfantschool.co.uk">www.barwellinfantschool.co.uk</a>  The school has policies for children with medical needs, safeguarding, anti-bullying, equality and accessibility which support our provision for children with SEN.
<b>“How does Barwell Infant School know if a child needs extra help and what should I do if I think my child may have special educational needs?”</b>
At Barwell Infant School we aim to identify children who need additional support as early as possible to give them the best chance to succeed. The school will track your child’s progress and analyse data to identify whether or not they are making expected progress and working at age related expectations. Although many learning needs are identified in this way, a child’s personal, social and emotional development can also indicate the need for additional support.

Along with this, any of the following can also trigger a concern:

*Parent/Carer concerns*

*Child*

*Class teacher*

*Transition (discussions with previous settings)*

*Baseline / assessments*

*Correspondence from outside agencies*

*A widening gap between the child and their peers.*

If you have a concern that your child may need additional support, your child's class teacher is the initial point of contact. They will be able to give you a better understanding of the progress that your child is making and they will be able to suggest ways in which you can further support your child at home. If difficulties persist, then your child's teacher may involve the school SENCO (Special Educational Needs Coordinator).

### **"My child is at the initial concern/SEND Support stage. What does this mean?"**

Barwell Infant School adopts the levels of intervention as described in the SEN Code of Practice and believes first and foremost in **Qualify First Teaching** for all pupils. Our graduated response is as follows:

- **Universal provision** – high quality teaching for ALL pupils with appropriately differentiated activities, resources and an enabling environment to meet learning needs.
- **Initial concern stage** - If over time a child is not making the expected progress and is requiring more tailored provision then concerns will be raised and an initial concern form will be completed and shared with parents. The class teacher will monitor the child's progress closely and put in additional support where required. A date will be set to review the child's progress. If, over time, a child is not making the expected progress with the strategies implemented then the child may move onto the SEN Support stage.
- **SEND Support Stage** – The school will follow a cycle of assess-plan-do-review (see below) and this will be recorded on a provision planner. This will be formally reviewed each term. The class teacher and child will work together to write a pupil passport, which will detail the child's strengths, difficulties and the way in which they can be supported in the classroom. The child will be monitored closely by the class teacher and SENCO. If there is a need for further advice from an Educational Psychologist, medical professionals or any other outside support agency then there will be a formal meeting with the parents/carers, SENCO and class teacher. The SENCO will take a lead role in correspondence with agencies, planning meetings and completing relevant documentation. The class teacher will have a supporting role in providing up to date information.
- **Education, Health and Care Plan** – Where the pupil has a significant and sustained need, an assessment for an Education Health Care plan (EHP) may be requested. This is a plan which will have been compiled by the local authority following a multi-disciplinary assessment, including where necessary medical advice. It will outline the SEND of the child and provision recommended to meet these needs, as well as any funding or changes to the placement that are appropriate.

## “In what way will my child be supported if they have special educational needs?”

We will provide additional support through targeted interventions, work planned to ensure progress for all the children and appropriate marking and feedback/assessment for learning.

We have a **graduated approach** of assess-plan-do-review. This is detailed further in our policy.



**Assess** – An analysis of your child’s needs will be carried out by the class teacher and SENCO. Outside agencies may also be involved.

**Plan** – If the school decides to provide your child with SEN support, you will be notified and involved in the process. Interventions/support will be put in place and this will be recorded on a provision plan, along with the expected outcomes and impact. Pupils will work with their class teacher to write a pupil passport and plan their termly targets.

**Do** – Interventions/support will be delivered.

**Review** – The effectiveness of the intervention/support will be reviewed regularly and provision will be planned for the following term.

If your child is identified with SEND, in addition to class support, your child may be involved in interventions specifically targeted to their need. Interventions at Barwell Infant School include:

- ✓ ELSA (emotional literacy)
- ✓ SEAL (social, emotional aspects of learning)
- ✓ Fun Time
- ✓ Physical interventions such as Big Moves, physical literacy, following instructions or work specifically targeted to your child’s physical needs
- ✓ Social communication groups
- ✓ Key skills clubs (such as our jigsaw club)
- ✓ Reflection and nurture time
- ✓ 1:1 focused work with the SENCO
- ✓ Booster groups ran by the child’s class teacher (these may include additional handwriting, writing and maths sessions)
- ✓ Speech and language therapy, including the use of Colourful Semantics

Children may be involved in interventions and booster groups who do not have a specific special educational need.

Where outside support agencies give advice we will set up a programme of work to implement this.

Your child's additional/different provision will be recorded on a provision planner and formally reviewed each term by the SENCO and your child's class teacher. In addition to this, your child will have a Pupil Passport with termly targets. You will receive a copy of this each term and a list of suggested home activities. If your child has speech and language difficulties, a plan will be produced by the Speech and Language Support Service.

If you have any queries related to interventions please do not hesitate to speak to your child's class teacher or the SENCO.

**Pupil progress meetings** will be held during the year. This is meeting where the class teacher meets with the head teacher to discuss the progress of pupils in their class. This discussion may contribute to further planned provision.

### **“How does Barwell Infant School assess and evaluate the effectiveness of its provision for such pupils?”**

The effectiveness of our provision for pupils identified as having SEND will be carried out in line with our whole school monitoring and evaluation cycle and may be carried out in the following ways:

- *Scrutiny of data related to achievement and progress*
- *Pupil progress discussion*
- *Work scrutiny*
- *Classroom observation*
- *Planning scrutiny*
- *Teacher discussions*
- *Informal feedback from all staff*
- *Pupil tracking*
- *Pupil view interviews*
- *Class staff assessment for learning*
- *Monitoring provision plans and targets*
- *Class Provision Mapping*
- *Movement onto/off the SEND record*
- *Parental feedback*
- *Scrutiny and monitoring by governors.*

It is anticipated that evaluation and monitoring arrangements will enable continual review and improvement of provision for all children. The governing body is aware of the statutory duties towards children with SEND and they monitor the quality of SEND provision in the school.

### **“How will I know how my child is doing?”**

You will be able to discuss your child's progress, targets and their next steps with their class teacher at parents' evening. You will also receive mid-year and end of year reports. Your child's class teacher will be available at the end of the day if you have any questions.

If you wish to speak to your child's class teacher in more detail, or to arrange a meeting with the SENCO then this can be done at the school office.

The SENCO is available on the playground every Tuesday and Wednesday morning for informal chats. The SENCO will also be available at parents' evenings. You will receive letters about booking appointments with the SENCO, and will have additional meetings at the start of each academic year and during transition periods.

### **“What SEND training have staff supporting my child had?”**

All teachers at Barwell Infant School are teachers of children with SEND. When an additional need is identified, or child admitted to school with such a need, then staff will be given appropriate training to enable effective support to be put in place.

Advice will be sought when a child has a medical need that will need extra planning for and the school will work closely with parents/carers to ensure the advice is followed.

Members of staff have received different training according to their role within the school and the children they work with. These have included the following training and professional development courses:

- Cognitive Behavioural Therapy training
- Positive Behaviour Management
- Team Teach
- ADHD Awareness
- How to support pupils with Speech, Language and Communication needs
- ELSA training and termly updates
- How to support pupils with Visual Impairment
- Supporting children with mental health needs (attachment awareness, self-harm, mindfulness and the power of play)
- Using symbols to support behaviour and inclusion in schools
- Autism awareness training
- Supporting spelling through intervention in KS1
- Introduction to Makaton
- Creating confident and independent readers through Paired Reading
- Delivering speech and language therapy through the use of Colourful Semantics
- The use of mirroring as an approach to behaviour management
- Trauma and Attachment training
- CPD tailored to meet the needs of the current cohort – this may be informally delivered to staff who need advice in supporting a specific child
- Mrs Ruane is qualified teacher and an accredited SENCO who has gained the qualification 'National Award for Special Educational Needs Co-ordination', has Attachment Lead Status and is trained to Autism Level 2.

We work closely with outside agencies and use their presence in school as an opportunity to increase the professional development of staff working alongside pupils with specific needs.

## **“How will my child be included in activities outside of the classroom and trips?”**

We provide a range of extra-curricular activities such as clubs and trips. These are made available to all of our pupils, regardless of their needs. If a child has additional needs, we will plan carefully alongside parents and take their needs into account when completing our risk assessment.

Our PE coach runs inclusive sports activities including gymnastics and multisports. Involvement in after school clubs is encouraged. We also have opportunities to be part of inclusive sporting events across the county.

## **“What support will there be for my child’s overall well-being?”**

Support staff are trained in emotional literacy support, Fun Time, peer massage and social/communication skills.

Social Emotional Aspects of Learning (SEAL) is part of the school curriculum.

At playtimes there are playground leaders from Year 2 who have been trained to help any children to play and find friends at break and lunch times. We run a mindfulness club at lunch time which provides a calm space where children can engage in a creative and relaxing activity, such as colouring. We run an outdoor games club during lunch time in a smaller playground for those pupils who would benefit from support with their social and play skills.

Some children are asked to fill out ‘What Went Well’ cards at the end of the day, to help them reflect on their successes.

Some pupils may have needs related to behaviour and we work closely with parents to support this. If your child has a behaviour support plan, this will be followed by all adults working with your child to ensure continuity. We encourage parents to implement similar strategies at home where appropriate. We acknowledge that behaviour should not be described as SEND, but that some behaviours may be in response to, or a result of, and underlying need.

## **“What specialist services are available to the school?”**

The school and SENCO will liaise with outside support agencies such as:

- Speech and Language Therapy Service
- Educational Psychologists
- Pediatricians
- Visually impaired teachers
- Hearing impaired teachers
- Specialist Teaching Service
- Autism Outreach team
- NHS – Occupational Therapy and Physiotherapy services
- Menphys SOS
- Child and Adolescent Mental Health Service
- Leicestershire Early Support
- NHS Healthy Together

The school may access support from local special schools and referral units, such as Dorothy Goodman or Oakfield.

The school can make electronic referrals to the school nurse service if you have concerns about your child's general health and well-being, including diet, toileting and behaviour. A referral can be made through the school SENCO.

Further information regarding the service and health for children can be found at:  
<http://www.leicspart.nhs.uk/Library/HealthyTogetherPrimarySchoolsBriefing.pdf>  
<https://www.healthforkids.co.uk/>

### **“How accessible is the school environment?”**

Some areas of our school are wheelchair adapted and there are disabled facilities available. There is ramp access into school. There is an Evac chair in dining hall to enable safe evacuation for a child or adult should it be necessary.

There are also disabled toilet facilities. We have a shower room/medical room that can be used for changing children if needed. When a child with additional needs is admitted to school reasonable adjustments will be made to accommodate their specific needs.

### **“How will I be involved in discussions and planning for my child's education?”**

We want parents and carers to feel welcomed, listened to and supported at Barwell Infant School. We encourage parents and carers to inform the school of any concerns they have about their child's learning or social and emotional needs.

All parents are encouraged to contribute to their child's education.  
This may be through:

- Discussions with the class teacher
- Parents' evening
- Meetings with the SENCO
- Planning meetings about your child's needs
- Review meetings to explore how your child's needs are being met
- Meetings with external agencies
- Comment/feedback forms
- Parent questionnaires
- Parent voice forums

We understand that the children at Barwell Infant School are young and at times need to adapt to changes both inside and outside of school. Regular communication will enable us to understand any changes in behaviour and provide the appropriate support; this may include signposting the family to support services outside of school, especially at key times.

## **“Will my child’s views be taken into account when discussions and planning takes place?”**

We value the voice, views and opinions of every child and will involve your child in ways that are appropriate for their age and understanding.

These include:

- Talking with them as appropriate for their age and level of understanding
- Encouraging them to express their ideas, thoughts and feelings in a safe and comfortable environment
- Creating a pupil passport with them, written in their own voice
- Completing a One Page Profile for children who have a support plan/EHCP – this will be in a design of their choice and written in their own words
- Your child will work with the SENCO to complete pupil view forms each term where they can express their views on their likes, dislikes, strengths and difficulties
- For our children with EHCP plans, we adopt a person-centered review approach

## **“How will the setting prepare and support my child to join or transfer to a new setting?”**

Many strategies are put in place to ensure pupils have a smooth transition when beginning at, or leaving, Barwell Infant School.

### Children arriving from pre-school settings

- The school will ensure close liaison with the pre-school settings and nurseries.
- A visit will be arranged to meet your child in the setting they attend.
- Our SENCO will attend a review meeting in the setting once your child has been offered a place at our school.
- There will be conversations with the pre-school leaders and parents prior to entry.
- Extra visits can be organised to prepare your child for school.
- A book can be made to help familiarise your child with their new setting and the staff at Barwell Infant School.
- All of the relevant documents and reports will be passed to our school.

### Transfer to Key Stage 2 phase

- The school will ensure close liaison with the junior school setting.
- The SENCO will have a discussion with the receiving SENCO and relevant documents and reports will be shared.
- As most of our children transfer to Barwell C of E Academy, the receiving SENCO is invited to a stay and play session where they will have the opportunity to meet our children and answer any questions they might have.
- If needed, extra visits can be arranged.
- A photo book will be made to support the transition process so that your child can become familiar with their new environment and staff.
- If appropriate, we may involve outside agencies, such as Autism Outreach or the Psychology Service, to support us at the transition stage.

#### Mid-year transfers (from Barwell Infant School)

- If your child leaves us mid-year, the SENCO at Barwell Infant School will contact the new school to ensure that they are fully aware of your child's needs.
- The SENCO at Barwell Infant School will meet with your child to talk about their transition and write down any questions they have; we would encourage you to take these questions with you when visiting the new setting with your child.
- Your child's documents will be sent over to the new setting once they have transferred.
- The SENCO at Barwell Infant School will ensure that any outside agencies currently involved with your child, are informed of the move.

#### Mid-year transfers (to Barwell Infant School)

- If your child joins us mid-year, the SENCO at Barwell Infant School will contact the previous setting and discussions will take place to ensure that we fully understand your child's needs.
- All relevant documents will be transferred to us.
- We will arrange a meeting with you to discuss the best ways in which we can support your child.

#### **Who is the SENCO at Barwell Infant School and how can I contact them?**

Mrs J Ruane

Barwell Infant School  
Townend Road  
Barwell  
Leicestershire  
LE9 8DG

01455 842310

Email contact: [admin@barwell-infant.leics.sch.uk](mailto:admin@barwell-infant.leics.sch.uk)

Mrs Ruane works on Thursdays and Fridays, please let your child's class teacher know if you would like to make an appointment or speak to the office. Mrs Ruane is also available on the playground both mornings.

You can find out more about Leicestershire's Local offer here:

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