



**Barkway (V.A.) Church of England First School
School Offer 2016-2017
(Special Educational Needs Information Report)**

Barkway First School is an inclusive, mainstream school where we strive to support all children to enable them to achieve their potential. In order to do this, many steps are taken to support them through their learning journey.

As well as an engaging curriculum, quality teaching is vital. However, for some children there are occasions when further additional support may be needed to help them achieve their targets.

Every school has a Special Needs Co-Ordinator (SenCo) who is responsible for the operation of its Special Needs Policy and the co-ordination of specific provision made to support individual children with additional needs.

Our SenCo Team is Mrs Sharon Brown (Acting Headteacher) and Miss Sally Brett (Year 3 and 4 teacher)

New Government Legislation requires all schools to publish a new report called the SEND Information Report (Clause 65 of the new SEN act) which may be known as the Local Offer.

Below are our responses to these questions:

How does Barkway (V.A.) Church of England First School know if children need extra help and what should I do if I think my child may have special educational needs?

Individual children's needs are identified and tested by the school in a variety of ways. We know when pupils need help if:

- * Concerns are raised by parents/carers, teachers or the child
- * Limited progress is being made in accordance with age-related expectations.
- * There is a change in the pupil's behaviour or progress
- * Information provided from a previous setting (e.g. playgroup or school if child transferring)
- * Concerns are raised by external agencies (e.g. G.P. or school nurse)

What should I do if I think my child may have special educational needs?

- * Speak to your child's class teacher about your concerns.
- * Where appropriate, the concern will then be shared with our SenCo, Mrs Brown/Miss Brett. Further discussions may then take place between all relevant parties to determine the best way forward for your child.

How will I know how Barkway First School will support my child?

- * Quality First Teaching – providing high quality education for all on a daily basis which includes adapting and differentiating the curriculum accordingly.
- * Where need is identified, pupils may have personalised visual timetables, access to individual workstations and support in the playground.
- * Small group or one to one support – targeted interventions e.g. following specialist advice such as when a child is on a speech and language programme or to address a specific need highlighted by pupil progress monitoring. These may be run by the teacher or teaching assistant and the length of time of the intervention will vary according to need and progress.
- * Pupil progress meetings are held each term. This is a meeting between each Class Teacher and the Senior Leadership Team to discuss the progress of each pupil in their class. This shared discussion may highlight any potential problems in order for further support and/or interventions to be planned.
- * Occasionally, a pupil may need more expert support or the school may need more advice on how to improve a pupil's progress from an external agency. A referral will be made, with your consent, to the most appropriate agency. This may be to the outreach team for a Specific Learning Difficulty, an Educational Psychologist or the Speech and Language Therapy Team.
- * Our school has a long and successful history of working closely with outside agencies to improve the outcomes for our pupils.
- * The Governors of Barkway (V.A) Church of England First School are responsible for entrusting a named person, Mrs. A.McCormick to monitor Safeguarding and Child Protection issues. In a support and challenge role, the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the DfE.

All pupils are encouraged to take part in all areas of school life including events and off-site visits arranged by the school. Where necessary, support for individual children will be agreed in collaboration with parents and school staff prior to the event.

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

- * When a pupil has been identified as having additional needs, their work will be differentiated by the class teacher to enable them to access the curriculum more easily.
- * Learning Support Assistants may be allocated to work with a pupil on a 1-1 basis or a small group to meet specific needs.
- * If appropriate, specialist equipment may be given to your child e.g. writing slopes, pencil grips, wobble cushions, visual support

How will I know how my child is doing?

We support and involve parents in their child's learning both formally and informally. This includes:

- * Open door policy which provides parents with the opportunity for discussions face to face, on the phone or by E mail
- * Class events
- * Parents' Evenings
- * Initial Autumn parent/carer meetings to fully discuss the needs of the pupil with the new Class Teacher
- * Annual reports
- * Annual Review Meetings (where applicable)
- * SenCo support

How will you help me to support my child's learning?

- * The class teacher may suggest ways of how you can support your child.
- * The Class Teacher and/or Mrs Brown, Miss Brett may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's behaviour/emotional needs
- * If outside agencies have been involved, suggestions and programmes of study are normally provided that can be used at home.

What support will there be for my child's overall well-being?

We recognise that some children may have additional emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness and being uncommunicative.

- * All members of staff are readily available for pupils who display signs of requiring pastoral support
 - * Clubs and support staff are available for children who find lunchtimes a challenge
 - * Weekly circle time
 - * Referral to outside agencies, with parental approval, for drama, play or music therapy
- Pupils with medical needs:
- * All staff receives first aid training
 - * Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Medicine Consent form is in place to ensure the safety of both child and staff member

- * Staff receive Epipen and Asthma training

What specialist services and expertise are available at or accessed by the school?

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:

- * Autism Outreach Team
- * Educational Psychologist I mentioned that it may be possible for me to come and collect Kyra and bring her to school on one or two days this week. I know I would be able to do that on Friday. Let me

- * CAMHS
- * Educational Welfare Officers
- * Speech & Language Therapy Service
- * School Nurse * Social Services
- * SpLD Outreach Team

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

Staff members have received training related to SEND. These include:

- * How to support children with Autistic Spectrum Disorder
- * Teaching vocabulary to children with SEND
- * How to support children with Specific Learning Difficulties
- * Fischer Family Trust (Wave 3 literacy intervention)
- * Communication in Print
- * Supporting children with SEND

Mrs Brown has gained the qualification 'National Award for Special Educational Needs Co-ordination'

How will my child and I be involved in making decisions about my child's education?

At Barkway First School we believe in a child-centred approach. When children have been identified as having additional needs, the thoughts of the child and the parents/carers, together with the views of school staff and relevant professionals are taken into account. This may be through:

- * Teacher and child meetings
- * Teacher and parent meetings
- * Informal meetings and discussions
- * Review meetings, including outside agencies where appropriate

How will my child be included in activities outside the classroom, including school trips?

At Barkway First school activities and school trips are available to all.

- * Risk assessments are carried out and procedures put in place to enable all children to participate

* However, if it is deemed that an intensive level of 1:1 support is required, a parent or carer may be asked to accompany their child during the activity.

How accessible is the school environment?

Barkway First school complies with the Equality Act 2010. We are happy to discuss individual access requirements.

Current facilities include:

- * Ramps to make the building and grounds accessible to all
- * 1 toilet adapted for disabled users
- * nearby space for accessible parking

How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education?

We recognise that transitions can be difficult for a child with SEND and we take steps to ensure that any transition is as smooth as possible. These include:

- * Discussions between the previous or receiving schools prior to the pupil joining/leaving, involving parents and carers also
- * All pupils attend a transition session where they spend some time with their new class teacher
- * Additional visits are also arranged for pupils who need extra time in their new school
- * Mrs Brown/Miss Brett will liaise with the SenCo from the previous and receiving schools
- * We will help the child or new school make a book/use IPAD to discuss before the transfer takes place
- * We will pass on relevant documentation to the new school as soon as possible
- * When moving classes in school, opportunities will be provided for additional visits as required

How are the school's resources allocated and matched to children's special educational needs?

The school has an amount identified within its overall budget for supporting children with SEND. This is called the notional Send budget. This is used:

- * To employ Learning Support Assistants to meet the needs of children with SEND
- * To purchase resources to meet a pupil's needs
- * To fund specialist staff training to meet a specific need
- * Additional provision may be allocated after discussion at pupil progress meetings
- * If a pupil's needs exceed the nationally prescribed threshold, additional top up funding may be provided as Exceptional Needs Funding through the local authority.

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

The amount and type of support offered to a child is determined by a detailed analysis of a child's needs, their barriers to learning and their stage of development. This will be decided in consultation with the pupils, parent/carers, class teacher. SenCo and Senior Leadership Team. The level of support will be reviewed regularly to ensure that it continues to improve pupil progress.

How can I find out about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

Hertfordshire's Local Offer of services and provision for children and young people with SEND can be accessed at www.hertsdirect.org/localoffer

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