

# SEND INFORMATION REPORT FOR BARFORD

## PRIMARY SCHOOL 2021-22

Welcome to our SEND Information report which is part of the Norfolk Local Offer for learners with Special Educational Needs and Disabilities. All school governing bodies have a legal duty to publish information on their website about the policy for SEND and must be updated annually.

At Barford School we are committed to working together with all members of our school community. This local offer has been produced with pupils, parents / carers, governors and members of staff.

### PEOPLE WHO SUPPORT CHILDREN IN THE SCHOOL

School based information	People	Summary of responsibilities
Who are the best people to talk to in this school about my child's needs?	Class teacher  <b>Rowena Alston (SENDCO)</b>  Maureen Burns (interim Headteacher)  Naziah Begum (EYFS teacher)  Alice Whittingham (Senior Teacher)  Jess Frame Charlotte Van Aswegen Jilly Baines (Class teachers)  Rev. Tim Weatherstone/ Sara Harrold (SEND Governors)  Class TAs  Intervention TAs	<ul style="list-style-type: none"> <li>• Ensure that all children have access to a curriculum that is adapted to meet their individual needs.</li> <li>• Ensure that individual children are assessed to identify specific learning needs.</li> <li>• Carry out baseline assessments when children arrive in school and use this information to accurately identify areas of need.</li> <li>• Regularly assess your child's progress and adapt support as appropriate.</li> <li>• Ensure that all members of staff working with your child are aware of your child's individual needs and what they need to enable them to learn and make progress.</li> <li>• Ensure that all staff members working with your child are supported to deliver planned work for your child, so they can achieve best possible progress. This may involve input from external specialists.</li> <li>• Maintain a dialogue between school and parents.</li> <li>• Develop the school's provision to ensure that every child receives a consistent, high quality response to identified need.</li> <li>• Ensure that you are involved in supporting your child's learning; kept informed about the support that your child is getting; involved in reviewing their progress; included in the process of planning ahead.</li> <li>• Liaise with all the people who might contribute to and support your child's learning e.g. Educational Psychologist. S2S Support.</li> <li>• Lead and co-ordinate reviews</li> <li>• Ensure staffing levels are appropriate in meeting your child's needs.</li> <li>• Provide appropriate staff training.</li> </ul>
	Maureen Burns (interim Headteacher)	<ul style="list-style-type: none"> <li>• Overall strategic development of the school.</li> <li>• Day to day leadership and management of all aspects of the school</li> </ul>

		<ul style="list-style-type: none"> <li>• Ensure that the Governing Body is kept up to date about any issues arising in the school.</li> </ul>
	Governing Body	<ul style="list-style-type: none"> <li>• Make sure that the school has an up to date SEND offer.</li> <li>• Ensure that the school has appropriate provision and has made necessary adaptations to meet the needs of all the children in the school.</li> <li>• Make visits to understand and monitor the support given to the children within the school and be part of the process to ensure that your child achieves to their potential.</li> </ul>

**HOW DO WE IDENTIFY AND ASSESS SEND?**

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significant greater difficulty in learning than the majority of others of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.”

If a learner is identified as having SEND, we will provide provision that is ‘additional to or different from’ the normal differentiated curriculum, intended to overcome the barrier to their learning.

At Barford School we have a provision map which enables us to identify the children who have additional needs. The type of support is dependent on the individual learning needs and is intended to enable access to learning and overcome the identified barrier to learning. This is reviewed at least half termly at staff meetings and may be discussed at the Wymondham Cluster meetings so that we can learn from each other and demonstrate what we offer. We are also able to offer consistent practice across the schools ensuring equality of opportunity.

<b>What is the SEND need?</b>	<b>Assessment and type of support provided</b>	<b>What would this mean for your child?</b>
General information	<p>All children in school have access to those strategies that best meet their needs.</p> <p>Class teachers, teaching assistants, MSAs, parents / carers and the child themselves will be the first to notice a difficulty with learning.</p> <p>Initial discussion between class teacher and parent (possibly with your child). SEND co-ordinator informed.</p>	<p>The class teacher and SENDCo will use a variety of assessment tools to identify the barriers to learning.</p> <p>Your child will have an initial assessment followed by a personalised intervention</p>

Specific	An appropriate assessment based on observations made in class or a more formal assessment from our bank of published schemes (which we share with the Wymondham Cluster) will be chosen.	<p>provided for them which they will either complete as an individual activity or as part of a small group. There will then be a further assessment to establish progress.</p> <p>In class support provided by the class teacher, and, when appropriate, the teaching assistant. who will have the highest possible expectations for your child and all pupils in their class.</p> <p>Possible assessment by an external professional.</p>
Communication and interaction	External agencies contacted e.g. school nurse, speech and language therapist. paediatrician	<p>Strategies put in to place to support your child in school, e.g. Talk Boost.</p> <p>As above.</p>
Cognition and learning	External agencies contacted e.g. Educational Psychologist	
Social, mental and emotional health	External agencies contacted e.g. school nurse, parent support advisor, counsellor	<p>Positive Play or counselling sessions offered after consultation with parents.</p>
Sensory and / or physical	<p>External agencies contacted e.g. school nurse, parent support advisor, speech and language therapist, occupational therapist, access through technology, physiotherapist, disabilities adviser</p> <p>Various strategies will be used to adapt access to the curriculum. This might include using;</p>	<p>Staff will put into place different ways of teaching so that your child is fully involved in learning in class. This will involve using communication support, adapted resources, specialist equipment</p> <p>Staff will ensure that the appropriate access arrangements are made.</p> <p>Appropriate timetabling to ensure that your child can work with these agencies.</p> <p>Staff will have appropriate training to ensure suitable activities are offered.</p>

	<ul style="list-style-type: none"> <li>• Visual timetables</li> <li>• Writing frames</li> <li>• Computers</li> <li>• Peer buddy systems</li> <li>• Positive behaviour reward charts.</li> </ul>	
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Some children will require an Education, Health and Care plan. This replaces a 'Statement'.

Sometimes it may be appropriate for children to have dual placement with a local special school. This will be supported by our staff in liaison with the additional school.

## MEASURING PROGRESS

How will this be done?	<p>At Barford School we assess children at least termly. When a child starts he/she is given a baseline assessment. Once the base-line has been established, all subsequent progress is summarised at the end of each term and we use the information we have gathered to set new targets. We will share this information with your child and you when appropriate. All parents are invited to twice yearly parent's evenings and will receive a written report at the end of the academic year. If a child has an Education, Health and Care Plan you will also have an Annual Review meeting to which parents and those professionals involved in your child's education are invited. The class teacher will write a report about how your child has progressed over the last year and will also write about progress made towards meeting the annual review objectives that were set at the previous review. At this meeting we work in partnership with parents to set targets for the coming year.</p> <p>If requested, by either the class teacher or the parent, additional meetings will be arranged to discuss your child's progress. This benefits both parties to develop the understanding of your child's specific needs.</p>
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## SUPPORT

What support do we have for you as a parent?	<p>We regard it as essential to work in partnership with parents in order to achieve the best outcomes for their child.</p> <ul style="list-style-type: none"> <li>• It is our policy to work closely with local agencies to ensure that parents and families have all of the support they need</li> </ul>
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## TRANSITION

	<b>Information Sharing</b>
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How will we support your child when they are making significant transitions?

#### Transition Planning Meetings

During the last term of each academic year transition planning meetings will take place between staff for all children changing class. For children with an additional need, meetings will begin earlier in the year. These meetings are to discuss your child's strengths, interests and any additional needs they may have. They will share ways that those additional needs are being met, including what has worked well and what has not been so successful.

Where your child will be starting a new school, the SENDCo and teacher(s) will meet with the SENDCo and teacher(s) at their new school.

#### Transfer of information

The records to track your child's academic and social achievements, attainment and progress (including results from any assessments and reports from the health service or other professionals) together with information about any additional support that has been provided for your child will be shared.

Where your child will be starting a new school, the SENDCo and teacher(s) will meet with the SENDCo and teacher(s) at their new school.

#### **Visits**

##### Starting school

Before your child starts in the Reception class at school, staff may arrange to visit your child in their pre-school setting for you to ask any questions you may have about the transfer. Visits to the pre-school settings allow your child's new teacher to see how he or she interacts with other children. Additionally your child will be invited to attend some sessions at school. This will provide an opportunity to meet their new classmates and teachers, and to find out about things that are important to them. In addition, new parents are invited to attend a meeting with school staff during the summer term. This gives all parents and teachers the opportunity to meet and get to know each other before the start of the new term.

##### Changing year group

During the summer term, all children will meet their new teacher in their new classroom. It may sometimes be appropriate for extra visits to be arranged and/or for their new teachers to visit them in their current classroom.

Moving to a new school Children changing schools within the cluster are likely to be invited to make a series of visits to their new school to join in activities designed to help them become familiar with their new school and classroom and meet staff and other pupils that they will see regularly in school. Our experienced SENDCos work to ensure that children are shown and told about the things that are important to them. For example, where lunch boxes are kept, what the dining room looks like, where the toilets are and where to find their peg. Some schools offer events specifically for new children moving to their school for example a 'summer school' activities week.

Visits and activities are tailored to be enjoyable and reassuring for your child. The number of visits will be agreed as appropriate, dependent on the needs and wishes of your child. Some children may need or wish for more visits than others. It may also be appropriate for your child's new

teachers / TAs to visit them in their current school. This is important to ensure an effective transition.

Pupils of families who are supported through the Family Support Process will receive transition support in the term before transfer to secondary. Our Parent Support Adviser also offers ZAP assertiveness training.

**Information for you and your child**

Your child may be given a selection of photographs to take home and share with you. These are likely to be of the adults your child will meet regularly and places around the school and in their classroom that your child will need to know about.

Your child may be given other information as appropriate. This may include a booklet or letter from pupils already attending your child's school, timetables, details of what they will be learning about, school rules etc. A plan of the school may be useful for some students moving to secondary school. It would be helpful to discuss this information with your child to prepare them for their new school life.

Where applicable you and your child will be consulted and provided with information about any specific physical alterations or arrangements needed for your child.

**Support for Parents**

We are keen to provide support for parents who may be anxious. If you would like additional information, meetings or support please speak with the SENDCo or class teacher.

## OTHER OPPORTUNITIES FOR LEARNING

All learners should have the same opportunity to access extra-curricular activities. We are committed to making reasonable adjustments to ensure participation for all, so please contact our extended school co-ordinator to discuss specific requirements.

<b>AT BARFORD SCHOOL</b> <b>We regularly offer the following</b>	<b>IN THE LOCALITY</b>
Gardening Club Dodgeball FAB before and after school club Netball KS1 Games Club Homework Club Lego Club	<b>Various activities at Wymondham Leisure Centre</b> Trampolining Wall climbing Squash Badminton Jazz / Street dance / Contemporary Musical Theatre Judith Fox Dance Air and Army Cadets Martial Arts Gymnastics  Rainbows, Brownies, Guides Beavers, Cubs, Scouts

## ADDITIONAL INFORMATION

All schools in the Wymondham Cluster have an agreed 'Wymondham Cluster SEND Policy.' The schools in the Wymondham Cluster are committed to working together to improve learning for all, and we are able to share resources, training and moderate provision for learners with SEND.

The school has purchased behaviour support services from School 2 School Support as well as other SEND support from the Educational Psychologist Service.

When appropriate we can inform Early Help of the need for multi-agency support in the form of a Family Support process (FSP).

## **HAVE YOUR SAY**

This SEND report declares our annual offer to learners with SEND, but to be effective it needs the views of all parents / carers, learners, staff and governors. Please engage with us to 'assess, plan, do and review'.

**This report was reviewed and accepted by the Governing Body on 26<sup>th</sup> November 2019**

**The report will be reviewed annually.**