



Barnes Infant Academy

Parent Information

Special Educational Needs and Disabilities Information Report 2022

Introduction

All Sunderland schools have a similar approach to meeting the needs of pupils with Special Educational Needs and /or disabilities and are supported by the Local Authority (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, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible.

Barnes Infant Academy fully supports this approach and recognises the broad areas of SEND need are:

- Communication and Interaction.
- Cognition and Learning.
- Social, Emotional and Mental Health Difficulties.
- Sensory and/or Physical.

What is the Local Offer?

The LA Local Offer

The Children and Families Act was passed in September 2014, and amended in April 2015. From this date Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with Special Educational Needs and Disabilities (SEND) aged 0-25. The LA refers to this as the 'Local Offer.'

The aim of the Local Offer is to support young people with SEND; ensuring and promoting inclusion, whilst supporting those identified to become increasingly independent – preparing for adulthood. The intention of the Local Offer is to improve choice and transparency for families; as a single information point. It is an important resource for parents, in understanding the range of services and provision in the local area and how to access them.

For more information on the local offer, please visit:

<https://www.sunderlandinformationpoint.co.uk/kb5/sunderland/directory/advice.page?id=IZmuQSOjHRQ>

What is the Special Education Needs Information Report?

The Special Education Needs Information Report

The Local Offer requires each school to publish a Special Educational Needs Information Report, which is available to access on the school website. This Report can also be accessed in the paper form if required.

The SEND Information Report provides general information, advice and guidance around aspects of support and provision available to children and young people with SEND and their families.

Questions

Please read the 12 questions below for more information about the Special Education Needs Information Report for Barnes Infant Academy.

Question 1

Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?

The Class teacher;

Responsible for:

- Teaching and supporting the best possible progress of your child, including identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support).
- Liaising with the School's Special Education Needs/Disabilities Coordinators (SENDCos) when necessary.
- Meeting with you at least once a term to discuss progress made, agree next steps and share your child's individualised learning plan. This review enables targets to be planned for the next term to facilitate personalised teaching and learning for your child. This graduated approach of support is promoted in the SEND Code of Practice, as; the '*assess, plan, do, review*' cycle.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The SENDCos;

The school's SENDCo's are Mrs Fucile and Miss Robinson who have been accredited with NASENCO Awards (National Award for SEND Coordination). They work closely with Mrs Rushworth and Miss Young (Assistant Headteachers); to identify any needs as soon as possible, and ensure appropriate provision is available:

Responsible for:

- Developing and reviewing the school's SEND policy.
- Coordinating support for children with special educational needs or disabilities (SEND).

Ensuring that parents and carers are:

i) Involved in supporting your child's learning.

- ii) Kept informed about the provision and support your child is accessing.
- iii) Involved in regular review meetings to discuss their progress.

- Liaising with other settings upon entry to, or exit from the school (nurseries, junior schools, specialist schools) to ensure supportive and effective transition.
- Liaising with external agencies; who may be coming into to school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND register (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 and delivering relevant updates as part of the continuing professional development of all teachers and support staff in the school. This enables all staff to support children with SEND appropriately; closely matching provision to their needs and therefore ensuring children with SEND achieve their full potential.
- Directing parents to appropriate support workers and making necessary referrals to other agencies.
- Completing necessary paperwork linked to the application for the Early Years Inclusion Fund, the Disability Access Fund and Education, Health and Care Plans.

The Headteacher

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- The Headteacher will delegate responsibility to the SENDCo and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Headteacher must ensure that the Governing Body is kept up to date about issues relating to SEND.

The SEND Governor – Mrs W Lightfoot

Responsible for;

- Making sure that the necessary support is given to any child with SEND attending the school.

The school contact telephone number is 0191 5251203

Question 2

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

a) Class teacher input via 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 challenging, well-matched to your child's needs and is built upon what your child already knows, can do and can understand.
- That varied teaching methods are used, to ensure that your child is fully involved in learning in class. This may involve; using real life experiences, practical learning apparatus, sensory experiences, visual or auditory stimuli, and utilising computer software.

- Class teachers will ensure that as part of their daily practise, they offer a visual timetable, preparing children for the day ahead.
- Specific strategies (which will be discussed with the SENDCo) are in place to support your child to learn.
- Your child's teacher will regularly and carefully check on your child's progress; identifying any gaps in your child's understanding or learning which would be addressed with the use of additional resources or provision – enabling your child to achieve the best possible outcomes.
- Your child's class teacher will, during periods of school closure or long term absences from school, provide carefully planned work and make regular contact to enable your child to access a well-rounded education. This will be done in collaboration with health care professionals and parental voice. (refer to Barnes Infant Academy Remote Learning Policy).

b) Additional school support may be offered, including; specific targeted group work (intervention):

For your child this could;

- Take place in the classroom or outside of the classroom.
- Be led by a teacher or a qualified support assistant.

Specialist groups run by outside agencies

For your child this would mean;

- Extra specialist support in school from a professional external to the school. This may e.g. be from a Speech and Language Therapist or the Autism Outreach Service.
- Input from Local Authority central services such as the Children's Sensory Team (for students with a hearing or visual need) or the Ethnic Minority Achievement Service (EMAS – for children experiencing difficulties due to English being their additional language).
- Specialist support from outside agencies such as our Educational Psychologist (Maurice Walsh).

In order to access support from outside agencies, you may be required to provide permission for the school to refer your child to the appropriate specialist professional. The professional will then work with your child to better understand their needs and offer recommendations for home and school; including target setting, strategies, appropriate resources or provision, and / or further referrals.

c) Educational, Health and Care Plan - Specified Individual support

- This type of support is available for children who have a disability or learning need requiring support which is more intensive than the resources usually available in school.
- This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by appropriate professionals as needing a particularly high level of individual or small group teaching.
- This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. Your child may also need access to specialist support in school from a professional outside the school.

For your child this would mean:

- The school (or you) can request that Local Authority Services undertake an Educational, Health and Care needs assessment of your child by completing a referral form.
- The form will include a comprehensive amount of information about your child; evidence gathered over time, from all relevant professionals relating to the graduated approach. The form will include actions which have been taken to support the child alongside the views and wishes of the young person and their family. If the LA decides that your child needs are so complex that they require an EHCP, they will ask you, and all professionals involved, to write a report.
- Once the reports are submitted the LA will write an Education Health and Care Plan (EHCP).
- The EHCP will outline the number of hours of individual/small group support your child will receive from the LA, how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.
- The additional adult time allocated may be used to support your child with whole class learning, run individual programmes or run small groups including your child.
- The EHCP may outline the need for your child to move from a mainstream to a special school.
- If the LA do not think your child requires an EHCP, they will inform you of this decision and advise you of your right to appeal. The LA may ask the school to continue with the current level of support or gather more evidence. There may be a meeting in school to ensure action continues to be taken, in order to remove barriers to learning alongside appropriate provision to ensure your child makes as much progress as possible.

Question 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 initially.
- If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs and Disabilities Coordinators (SENDCos) or Headteacher.
- The school SEND Governor (Mrs Lightfoot) can also be contacted for support.

Question 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 appropriate progress, the school will arrange a meeting to discuss this with you in more detail, and to:

- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child's learning.
- Discuss and agree the placement of your child onto the school's SEND register.

Question 5

How is extra support allocated to children and how do they progress in their learning?

The school budget, received from the Education Funding Agency, includes money for supporting children with SEND.

- The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- The Head Teacher and SENDCos discuss all of the information they have about SEND in the school, including:
 - children currently receiving additional support
 - children requiring additional support
 - children who have been identified as not making expected progress and decide what provision / training / support is needed.
 - the child's view will be sought informally and for review meetings

Schools identify the needs of their pupils on a school provision map for SEND pupils, documenting all of the provision the child accesses, and ensuring the regular review and amendment where necessary as part of the graduated approach.

Question 6

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

School provision

- Nursery Nurses/ Teaching Assistants / Learning Support
- Breakfast club / After school club
- School clubs
- Family Support worker

Local Authority Provision delivered in school

- Autism Outreach Service
- Educational Psychology Service
- Children's Sensory Team
- Language and Learning Team
- Ethnic Minority Achievement Service (EMAS)
- Parent Partnership team

Health Provision delivered in school

- Additional Speech and Language Therapy input to provide a higher level of service to the school.
- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHS

Question 7

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

- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole

school training on SEND issues such as Autism Spectrum Disorder (ASD) and Speech and language difficulties.

- Individual teachers and support staff attend training courses delivered by outside agencies that are relevant to the needs of specific children in their class e.g. from the Autism Outreach Team (AOT) service.

Question 8

How will the teaching be adapted for my child with SEND?

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.

- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- 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.
- Where appropriate, planning will include advice and targets from relevant external agencies and Educational Psychologist recommendations.

Question 9

How will we measure the progress of your child in school?

Your child's progress is continually monitored by their class teacher.

- Your child's progress is reviewed formally with the Senior Leadership Team every half term in reading, writing, numeracy and science.
- If your child is in Key Stage One, teaching staff may refer to the SEND Ranges, Pre Key Stage Standards or Development Matters framework to ensure teaching is developmentally appropriate to each individual child. These resources can be utilised to ensure learning is broken down into smaller steps, showing their attainment in more detail than. At the end of Key Stage One, all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the Government requires of all schools and the results are published nationally.
- Children recognised as SEND may have a personalised, Child Centred Support Plan (CCSP) in place with termly reviewed targets. These plans are designed to accelerate learning and close any identified gaps. Progress against these specific targets will be reviewed regularly, evidence for judgements assessed and future plans and next steps defined. These plans follow the graduated approach set out in the SEND Code of Practice as; Assess, Plan, Do, Review.
- The progress of children with an Education, Health and Care Plan is formally reviewed at an Annual Review, where all relevant professionals and family members are invited to share their views.
- The SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in.
- Regular book scrutinies and lesson observations will be carried out by the SENDCo and members of the Senior Leadership team to ensure that the needs of all children are met and that the quality of teaching for all children is consistently high.
- The school is currently considering the use of the Engagement Model for those children who work significantly below age related expectations.

Question 10

What support do we have for you as a parent of a child with a SEND?

The class teacher is regularly available 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.
- The Headteacher and Family Support Worker are available to offer support and advice.
- All information from external professionals will be discussed with you, with the person involved directly, or where this is not possible, in a report.
- Personal learning plans and targets/IEPs will be reviewed with your involvement.
- Home learning activities will be adjusted where necessary, to meet your child's individual needs.
- A home/school contact book can be used, if necessary, to support communication with you, to act as an additional means of communication for you and your child.

Question 11

How is Barnes Infant Academy accessible to children with SEND?

- The building is accessible via a ramp at the main Office entrance.
- Electronic doors are in operation at the main entrance.
- We have a disabled toilet on the ground floor of the school, with a shower.
- There is a disabled car-parking bay.
- We ensure, wherever possible that equipment used is accessible to all children, regardless of their needs.
- After school provision is accessible to all children, including those with SEND.
- Extra-curricular activities are accessible for children with SEND.
- Reasonable adjustments can be made to ensure accessibility for children with SEND.

Question 12

How will we support your child when they are leaving this school? or moving on to another class?

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 school SENDCO and ensure they know about any special arrangements or support that needs to be made for your child.
- Make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher in advance, during annual transition meetings which are overseen by SENDCos and the Senior Leadership Team. Child Centred Support Plans and relevant external advice will be shared with the new teacher to ensure they have a clear understanding of your child's needs.
- Staff from your child's new year group will visit them in their current year group and there will be induction visits for your child to their new environment so positive relationships are continued and familiar settings are established. Parents/ carers will also be invited to meet key staff.

- All classrooms within school have the same visual aids and availability of SEND resources, to ensure familiarity when moving year groups.
- If your child requires visual aids to support their transition; staff will provide a personalised transition booklet with photos to refer to, prior to moving class.

In Year 2:

- The SENDCo and SLT will discuss the specific needs of your child with the SENDCO of their transition school.
- Relevant historic information, including external agency advice and Child Centred Support Plans will be transferred to the new setting.
- Where possible, your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

Question 13

What emotional and social development support we have for a child with a SEND?

We recognise that pupils with SEND may well have emotional and social development needs that will require support in school.

- The emotional health and well-being of all our pupils is very important to us.
- We have a robust Safeguarding Policy in place; we follow National & LA Guidelines.
- We have a robust Pastoral Care Discipline Policy in place, which promotes positive behaviour management.
- The Head teacher, Senior Leadership Team, and all staff continually monitor the emotional health and well-being of all our pupils.
- We are an Anti-bullying school and currently hold the Platinum Anti-bullying award.
- Staff hold regular 'key worker' sessions in Class with smaller groups of children to address personal and social emotional aspects of learning.
- We follow a mindful approach to PSHE, using a comprehensive scheme of learning through Jigsaw.
- Additionally we commission external specialist support where appropriate e.g. commissioned Speech and Language Therapy (SALT) and Early Help Support.

Policy Reviewed: February 2022

Reviewed: Annually