

Special Educational Needs and Disabilities (SEND) Information Report Barham CE Primary School



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Kent SEND Information Report

Dear Parents and Carers,

The aim of this Information Report is to explain how we implement our Special Educational Needs and Disabilities (SEND) policy. In other words, we want to show you how SEND support works in our school.

As educational professionals, we are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support we provide is working towards achieving the Kent Children and Young People (CYP) Outcomes Framework:



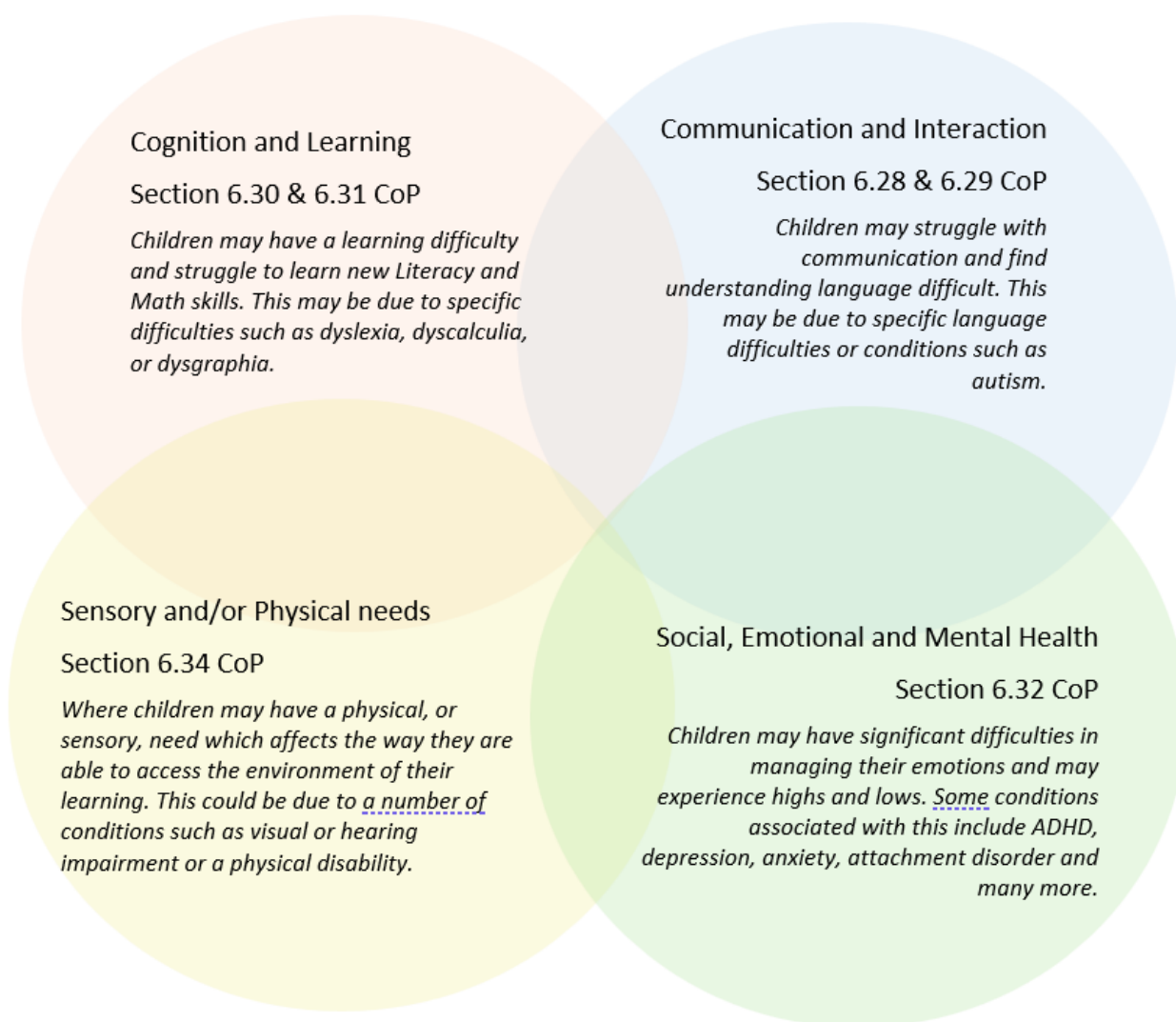
If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find our SEND policy on our website. <https://barham.kent.sch.uk/information/policies>

Note: If there are any terms we have used in this information report that you are unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEND does the school provide for?

Our school provides for pupils with the following needs (as outlined in the SEND Code of Practice 2015):



Often you will find that children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a holistic overview of your child.

More information about the Areas of Need can be found in the Special Educational Needs and Disability Code of Practice: 0 to 25 Years (link below).

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/270115/SEND_Code_of_Practice_January_2015.pdf)

2. Which staff will support my child, and what are their key responsibilities?



At Barham CE Primary School all staff are considered responsible for supporting the needs of pupils with SEND. Our staff are committed to regular, high-quality training to ensure that they have the knowledge and skills to better meet a wide range of pupil needs.

Below outlines key staff who will be supporting your child. *Please note that this list is not exhaustive.*

Our Special Educational Needs Co-ordinator, or SENCO

Our SENCO is Michelle Anderson.

She has 14 years experience in this role and has worked as a SENCO and senior leader in a number of local schools in addition to Barham. She is a qualified teacher and is also Deputy Headteacher at the school.

She achieved the National Award in Special Educational Needs Co-ordination in 2016. She has been trained to deliver Drawing and Talking interventions and in the Solihull Approach, now called Togetherness. She has recently received training in Social Emotional and Mental Health Inclusion, Embedding School Inclusion, Drawing and Talking, Insight for SENCOs, Planning Alternative Tomorrows with Hope, Young Carers, Solution Circles and the Inclusive Mainstream Fund.

The SENCO coordinates SEND provision across the school and provides advice and support to teachers, parents and other professionals. Class teachers will normally be the first point of contact for parents regarding their child's progress, needs and provision. The SENCO may become involved in meetings where additional advice, coordination or specialist input is required, including when:

- there are emerging needs that require further assessment and exploration;
- difficulties are persistent or escalating and the teacher requires additional advice or support;
- a child has more complex needs requiring further problem-solving or coordination, including the involvement of external professionals;
- significant changes to SEND provision are being considered; or
- an Education, Health and Care (EHC) plan is being reviewed.

Class/subject teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. Recent training has included de-escalation training, Emotional-

based school avoidance, resilience, Solihull training, speech and language training and autism awareness, including the Autism Education Trust training, declarative language and de-escalation.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including pupils with SEND. They are responsible for implementing appropriate provision, monitoring pupils' progress and contributing to the Assess–Plan–Do–Review cycle.

As class teachers know their pupils well and work with them every day, they will normally be the main point of contact for parents about their child's learning, progress and classroom provision. This includes parent consultations and SEND review meetings. The SENCO works alongside teachers and may contribute to meetings where additional advice, coordination or specialist input is required.

Teaching assistants (TAs)

We have a team of 15 TAs, including 1 higher-level teaching assistant (HLTA) and those who are qualified teachers, who are trained to deliver SEN provision. One of our teaching assistants is an Emotional Literacy Support Assistant (ELSA) and one is a Communication Support Worker.

We have several teaching assistants who are trained to deliver interventions such as sensory circuits, Accelerated Accelerate, Speechlink and Language Link interventions.

In the last academic year, TAs have been trained in autism, supporting children with a hearing impairment, Essential Letters and Sounds, Language Link and Shine. Understanding Me (an intervention for older autistic pupils), Boxall Profile, epilepsy, emotion coaching, running a nurture provision and de-escalation.

Teaching assistants play an important role in supporting pupils with SEND and work under the direction of the class teacher. Their role may include:

- supporting pupils to access high-quality classroom teaching and participate as independently as possible;
- delivering targeted interventions or individual/group support that has been planned with the class teacher and/or SENCO;
- implementing agreed strategies, adaptations and provision;
- observing pupils and providing useful feedback to the class teacher about progress, engagement and difficulties;
- supporting pupils to develop independence rather than becoming reliant on adult support;
- contributing information to the review of a pupil's provision and progress;
- working consistently with advice provided by the SENCO and external professionals.

The class teacher remains responsible and accountable for the pupil's progress, development and provision, including when support is delivered by a teaching assistant or specialist member of staff.

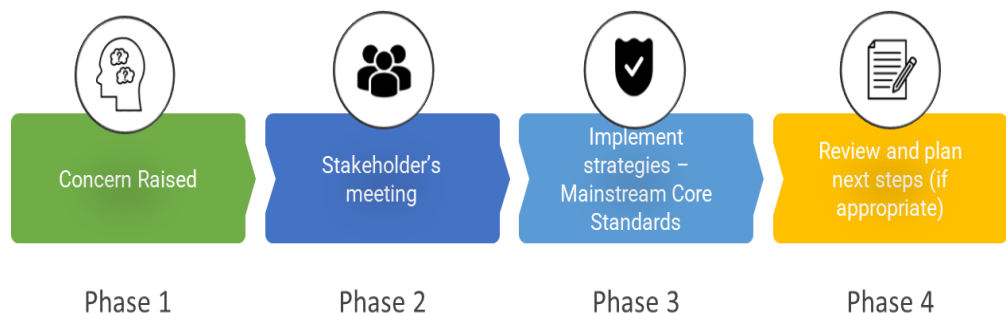
External agencies

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These may include:

- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Educational psychologists
- GPs or paediatricians
- NELFT practitioners
- Occupational therapists
- Safeguarding services
- School nurses
- SEND Inclusion Advisor
- Specialist Teaching and Learning Service
- Speech and language therapists
- Play therapist
- Kent Young Carers (Imago)
- Voluntary sector organisations



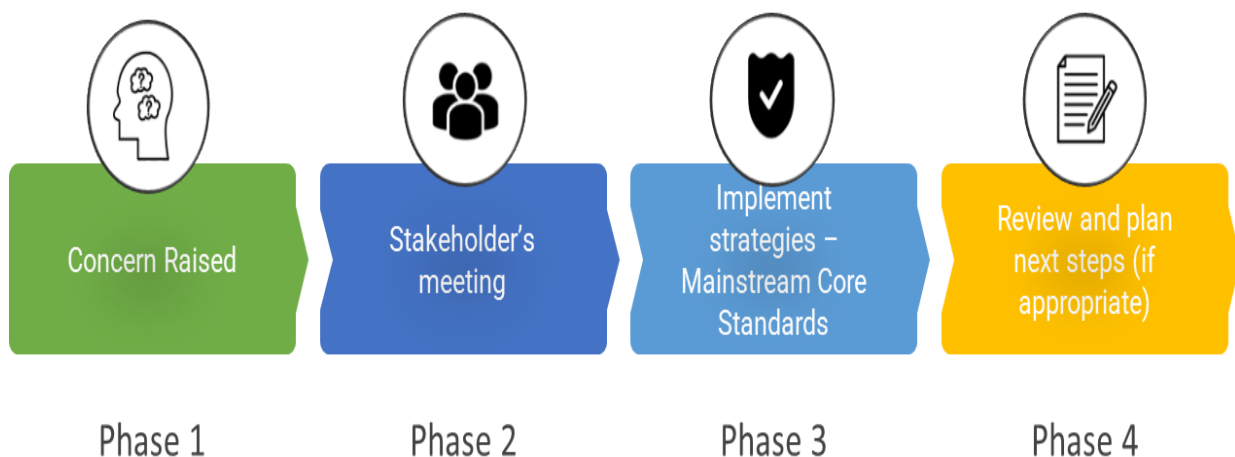
3. What should I do if I think my child has SEND?



Phase 1	If you think your child might have SEND, raise your concern with the school so that the SENCO is aware. Contact your child's class teacher or Mrs Anderson to arrange an appointment to discuss your concerns.
Phase 2	Your child's class teacher or the SENCO will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. We might carry out some assessments to help us understand your child's needs better. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record.
Phase 3	The school will implement the agreed strategies and monitor these over an agreed period of time. These are likely to be universal strategies set out in the Mainstream Core Standards. A copy of this can be found here: https://www.kelsi.org.uk/_data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf . This will initiate the 'Graduated Approach' where support will be continually reviewed. See next page for more details.
Phase 4	If we decide that your child needs SEND support, we will formally notify you and your child will be added to the school's SEND register. They will receive additional support and this will be reviewed using the assess, plan, do, review model.

4. What happens if the school identifies a need?

The same process is followed if a concern is raised by the school.



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All our class teachers are responsible for the monitoring of all pupils who have been identified as having SEND. They also review those who are not making the expected level of progress in their schoolwork or socially. This might include reading, writing, number work, relationships with peers and adults, or how they manage situations in school.

If the teacher notices that a pupil is having difficulties, they try to find out if the pupil has any gaps in their learning or needs a different approach to learning. If they can find a gap, the school will provide appropriate support. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

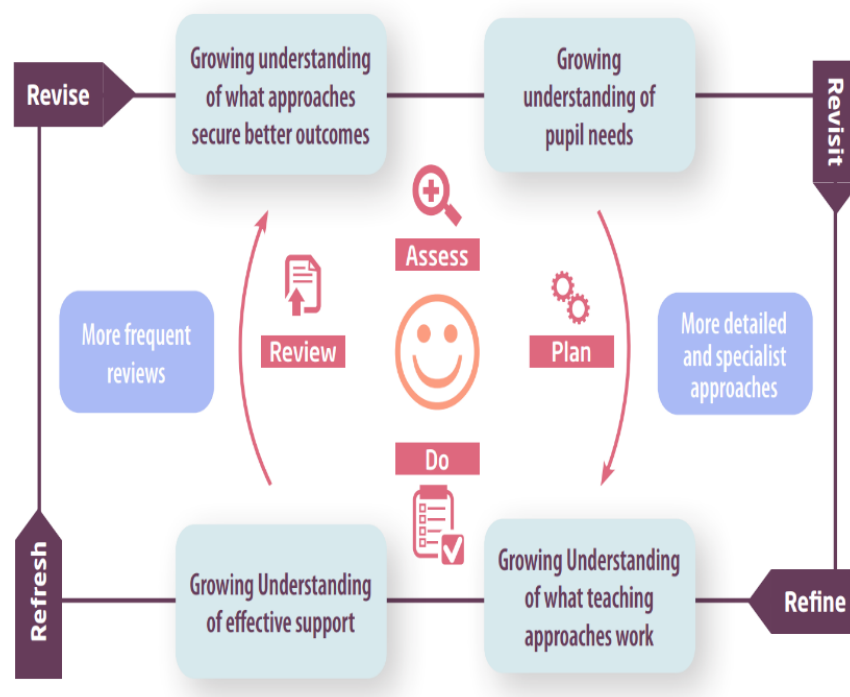
If the pupil is still finding it difficult to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEND, and the school will follow the graduated approach (see previous page).

5. How will the school measure my child's progress?

During the school year we measure the child's progress by comparing their academic attainment to standards expected for children their age. We measure this 3 times each year. In addition, we carry out other assessments during the year that help us to identify how well they are doing and what gaps they might have. These include assessments in Reading and Maths (we call these PIRA and PUMA), speech and language (Speechlink and Language Link) and wellbeing (Boxall Profile). Children with SEND might achieve a score that is below that expected for their age.

If this is the case we will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



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Assess	If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.
Plan	In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.
Do	We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.
Review	We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer; this may mean the Plan, Assess, Do, Review cycle continues.

6. How will I be involved in decisions made about my child's education?

We will provide reports on your child's progress 3 times a year. This is usually through a parent consultation meeting during the autumn and spring terms, and a written report in the summer term.

If your child has been identified as having SEND, a member of staff who knows your child well will offer to meet you at least 3 times a year, to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO will sometimes attend these meetings to provide support (see page 5), but will always have a strategic overview of provision and support.

We know that you are the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we are trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know straight away so we can keep our provision as relevant as possible.

If you have concerns that arise between these meetings, please contact your child's class teacher or Mrs Anderson, the school's SENCO. You can contact all staff members through the school office. office@barham.kent.sch.uk

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and individual needs. We recognise that no two pupils are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey



8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school. As a school we want all our pupils to be 'kind, confident and curious', as outlined in our school vision statement, which you can view on our website. <https://barham.kent.sch.uk/about-us/aims-and-ethos>

We will adapt our approaches to how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child and are guided by the Mainstream Core Standards in the first instance.

These adaptations may include:

-  > Adapting our approaches, for example, giving longer processing times (including additional time for tests), pre-teaching of key vocabulary, reading instructions aloud, etc.
-  > Adapting our resources and staffing
-  > Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
-  > Teaching assistants or support staff will support pupils appropriately depending on their presentation of need
- > Scaffolding lesson materials

We may also provide the following interventions:

Soft Start

Sensory Circuits

Fizzy and Clever Hands

Personalised reading such as one to one reading, TRUGS, comprehension activities, Toe by Toe

Literacy support such as Accelerated Writing, small group writing interventions, spelling support

Maths support such as Dyscalculia Assessment, digit interventions, times tables support

Drawing and Talking

Play therapy

Sensory breaks

Speechlink and Language Link

Access to our play-based curriculum 'The Nest' for younger pupils

Access to our nurture-based provision 'Woodpeckers' for older pupils

Social skills interventions such as Talkabout, Active Listening, Understanding Me

These interventions are part of our contribution to Kent County Council's local offer.

As a school we also continually seek to ensure that the school is accessible to all, particularly those with special educational needs and disabilities and we have a plan in place to ensure this accessibility is continually developed and reviewed, and all pupils are able to access our full curriculum. You can view our Accessibility Plan on our school website. <https://barham.kent.sch.uk/information/policies>

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6 to 10 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care plan (EHCP))



10. How will the school ensure my child has appropriate resources?

It may be that your child's needs mean we need to provide additional resources such as:

- Additional resources to support their learning
- Adaptations to in class support
- Further training for our staff
- External specialist expertise

Where appropriate, we will consult with external agencies to get recommendations on what will best help your child access their learning and use our best endeavours to ensure these are supplied. Support for your child will usually be funded from our allocated special educational needs funding.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?



The expectation is that all schools providing an inclusive provision for all pupils. It may be necessary for some pupils to receive interventions in addition to a broad and balanced curriculum.

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip to Bowles in Year 6.

All pupils are encouraged to take part in sports day, school nativities, production and enrichment events. No pupil is excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?



At Barham CE Primary School we follow the Kent County Council admissions process. If your child has SEND we encourage you to visit the school and discuss your child's needs with the SENCO and Headteacher to help you decide which school would be best for your child, and if your child does come to our school, to help us to prepare for their arrival.

If your child has an Education Health Care Plan, we would expect to be consulted by Kent County Council about admitting your child. If your child's EHCP then names our school they would be prioritised on our admissions list before other prospective pupils are offered places at the school. They would not be disadvantaged if the school becomes oversubscribed.

13. How does the school support pupils with disabilities?



- The school site has been adapted to make the site more accessible for wheelchair users, such as adaptations to some slopes on the site and provision of a changing table in the disabled toilet.
- School staff have taken part in Autism Education Trust training in order to improve awareness of autism.
- Many pupils benefit from adaptations to the school day to help them access lessons and social times, such as additional snacks, use of break out spaces, active breaks, extra swimming lessons, adjustments to timetabling etc.
- Pupils have access to spaces around the school where their needs can be met, such as 'The Nest', 'Woodpeckers', 'The Cabin' and outdoor spaces such as our agility trail on the playground and adventure playground.

See Accessibility Plan for more information. <https://barham.kent.sch.uk/information/policies>

You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

14. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council, clubs and intervention groups. Some of these are set up specifically to promote teamwork and help with building friendships eg Lego Club, wellbeing club.
- We provide extra pastoral support for listening to the views of pupils with SEND by providing informal mentoring with a range of staff.
- We offer Drawing and Talking as an intervention, and work with a play therapist to provide more intensive support where needed.
- We work with Kent Young Carers, who provide a range of activities and mentoring for young carers. We refer to Slideaway to support bereaved children and School Health for counselling.
- We have a 'zero tolerance' approach to bullying. Refer to our anti-bullying policy on our school website for more information. <https://barham.kent.sch.uk/information/policies>

15. What support is in place for looked-after and previously looked-after children with SEND?



Michelle Anderson is the designated teacher for looked-after children and previously looked-after children here. She makes sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Pupils who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another. Children who were previously looked-after may also have an Education Plan for Previously Looked After Children (EPPLAC).

16. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:



➤ Ask both the current teacher and the next year's teacher to attend the final meeting of the year when the pupil's SEND is discussed

➤ Schedule transition sessions with the incoming teacher towards the end of the summer term, and additional informal opportunities for pupils to get to know new staff

➤ Provide social stories for all children as they move to the next year group

Between schools

When your child is moving on from our school, we will consult you and your child about the information that will be shared with the new setting.

To secondary school

The SENCO of the secondary school will meet with our SENCO. They will discuss the needs of all the pupils who are receiving SEND support. When appropriate, a meeting with parents, a member of the secondary school SEN department and our SENCO will be arranged. If your child has an Education Health Care Plan we will invite secondary schools to attend an annual review, or arrange an additional review in the summer term to discuss transition.

Pupils will be prepared for the transition by:

➤ Practising with a secondary school timetable

➤ Learning how to get organised independently

➤ Plugging any gaps in knowledge

➤ Attending taster days and additional transition sessions at their new school



17. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Kent County Council's local offer. Kent County Council publishes information about the local offer on their website: <https://www.kent.gov.uk/education-and-children/special-educational-needs>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations is Information Advice and Support Kent (IASK): <https://www.iask.org.uk/>

Local charities that offer information and support to families of pupils with SEND can be found on this page of Kent County Council's website:

<https://www.kent.gov.uk/education-and-children/special-educational-needs-and-disabilities/support-for-parents-with-send-children/parent-support-groups-and-services>

National charities that offer information and support to families of pupils with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

18. What should I do if I have a complaint about my child's SEND support?

Please refer to the school's complaints policy if you are unhappy about your child's SEND support.

<https://barham.kent.sch.uk/information/policies>

Complaints about SEND provision in our school should be made to the headteacher in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. You can access further information about Kent's mediation services for SEND through this website:

<https://www.kent.gov.uk/education-and-children/special-educational-needs-and-disabilities/education-health-and-care-plans/mediation-support-and-appeals>

19. Supporting documents

- *Equalities Statement*
- *Child protection policy*
- *Behaviour Policy*
- *Accessibility Plan*
- *Attendance policy*
- *SEND policy*
- *SEN & Disabilities Code Of Practice 2015*
- *Mainstream Core Standards*



20. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support pupils with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – special educational provision which meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages