



St. Bartholomew's CE Primary School SEND Report 2020 (updated December 2020).

1. About this report

The Children and Families Act 2014 says that all maintained schools must publish a Special Educational Needs and disabilities (SEND) Information Report every year. This report explains how our school meets the needs of children with SEND.

2. Who do I contact?

If you are thinking of applying for a place, contact the school office (01775 640357). If your child is already at the school, you should talk to the child's class teacher in the first instance.

The Special Educational Needs Coordinator (SENCO) is responsible for managing and co-ordinating the support for children with special educational needs, including those who have Education Health and Care (EHC) plans. The SENCO also provides professional guidance to school staff and works closely with parents and other services that provide for children in the school.

Mrs Karen Davison_

senco@stbartholomews.lincs.sch.uk

3. Which children does the school provide for?

We are an inclusive primary school admitting pupils from age 4 to 11. This means we provide for children with all types of special educational needs. If you want a place for a child who has an Education Health and Care plan, contact your Lincolnshire County Council. If you want a place for any other child with special educational needs, you should apply as normal and your application will be considered in the same way as applications from children without special educational needs.

We aim to identify children's special educational needs (SEN) as early as possible, so that the child achieves the best possible outcomes.

A pupil has SEN where their learning difficulty or disability calls for special educational provision. That is provision which is different from or additional to that normally available to pupils of the same age.

Children may have one or more broad areas of special educational need:

- **Communication and interaction**- including speech and language difficulties and autism
- **Cognition and learning**- including developmental delay and specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties** - including difficulties with behaviour, attention deficit hyperactive disorder, an attachment disorder or anxiety.
- **Sensory and/or physical needs**- including visual and hearing impairment, dyspraxia, cerebral palsy and other physical disabilities or medical conditions which affect a child's learning.

4. Summary of how the school meets the needs of children with SEN and disabilities.

Objectives of our SEND Provision:

- Ensure all pupils have access to a broad, balanced and relevant curriculum
- Provide a differentiated curriculum appropriate to the individual's needs and ability
- Ensure the identification of all pupils requiring SEND provision as early as possible in their primary career
- Ensure that SEND pupils take as full a part as possible in all school activities
- Liaise with outside agencies, when this would be beneficial, in order to access further specialist support for pupils and parents

The main methods of provision made by our school are extremely flexible and are tailored to the needs of the pupils as much as possible. Staff are experienced and are highly committed to making children's lives not only productive but happy.

Examples of SEND provision include:

- Quality first teaching in class supported by a differentiated curriculum
- Additional intervention work with a teacher or support staff, either individually or in a small group
- In-class support, with adult assistance where appropriate
- Support from specialists using specific programmes and training

Together, we will form a plan of action and involve the appropriate people. To gain a full picture, sharing information from home and school is beneficial. Using this information, we will decide on the next steps and the timescale.



Assess

Your child's difficulties are assessed by the class teacher so that the right support can be given. This should include, for example, asking you what you think, talking to professionals who work with your child and looking at records and other information. This should be reviewed regularly so that the support provided continues to meet your child's needs.

Plan

The class teacher needs to agree, with your involvement, the outcomes that the SEN support is intended to achieve, for example, how your child will benefit from any support they get.

Everyone who is involved will need to have a say in deciding what kind of support will be provided and decide a date by which they will review this so that they can check to see how well the support is working and whether the outcomes have been, or are being, achieved.

Do

The school will put the planned support into place. The teacher remains responsible for working with your child on a daily basis, but the SENDCo and any support staff or specialist teaching staff involved in providing support should work closely to track your child's progress and check that the support is being effective.

Review

The support your child receives should be reviewed at the time agreed in the plan. You can then decide together if the support is having a positive impact, whether the outcomes have been, or are being, achieved and if or how any changes should be made. Sometimes advice or a further assessment is needed from an outside agency

If a child is looked after by the local authority they will have a Care Plan including a Personal Education Plan (PEP) and a Health plan. We will co-ordinate these plans with the SEN support plan and will involve parents and carers as well as foster carers or social workers in discussions.

5. How does the school identify children's special educational needs?

At our school, we monitor the progress and attainment of every child on a regular basis. If any child is encountering difficulties, we will consider the intervention necessary to support his/her learning and complete a Record of Concern. "Extra help" does not only relate to learning, it includes emotional well-being, social interaction, communication problems, mental health and physical or sensory difficulties. If we think your child needs to be placed on our SEND register, we would arrange a meeting with you.

6. How will the school support my child/young person?

The support begins at a school level, such as in-class targeted intervention, individual specific activities or use of appropriate learning resources. Most Special Educational Needs will be met within class. Additional intervention, be it with school staff or external specialist agencies / services, is not always needed. However, in consultation with you, we would decide if involving an agency would be beneficial. The agencies and support services we currently work with are:

- Educational Psychologist
- Speech and Language Therapy Service
- Dyslexia Action
- Pathways (Behavioural Support Service)
- Specialist Teaching Team
- Community Paediatrician
- School Nurse Service
- CAMHS (Child and Adolescent Mental Health Service)
- Physiotherapy
- Social Communication - Working Together Team
- Sensory education support team
- Healthy Minds Lincolnshire

7. How will I know how well my child/young person is doing?

Partnership between school and home is crucial. If your child is on our SEND register, you will be kept informed of progress each term. Your child's progress will be reviewed against individual targets and next steps identified. In addition to this, we currently assess each child using standardised tests and, in some cases, PIVATs, which are statements broken down into smaller steps. For all other children, you are given the opportunity to arrange a meeting with your child's class teacher each term. However, at any point, if you require further support or advice, contact your child's teacher and arrange a meeting. Conversely, we would contact you if we had any concerns regarding your child.

The school tracks pupils' progress and attainment very closely and reports to the Governors termly.

Your child's progress and achievements will be shared with you during parent consultations evenings. If your child is on the SEND register and have an Individual Education Plan (IEP) this will also be shared and discussed with you. If your child is not making the progress that we would like, then we will discuss, in consultation with yourself, changing the support that they are receiving or involving new outside agencies to offer advice.

8. How will my child be involved in the process and be able to contribute their views?

At every review point in the year, October, February and June, your child will have the opportunity to talk about his/her learning and think about next steps in relation to individual targets. We want all our pupils to take ownership of their learning so we talk to them about targets and next steps, either verbally or through marking and feedback.

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

Every child in our school will have access to a broad, balanced and inspirational curriculum. Your child's class teacher will differentiate the learning for all the children in the class, ensuring the tasks match the children's abilities, whilst still providing the correct level of challenge. To support learning in the classroom, we will utilise ICT, resources, routine strategies, careful grouping of pupils and, when appropriate, additional adults.

10. How does the school prepare and support children to transfer to school or the next stage of education?

We would want to meet with yourself and your child to discuss any needs. There would be an opportunity to meet with your child's new class teacher and the SENCo.

We think carefully about transition, be it to a new class or to secondary school. When moving into the next class, all class teachers pass on information and take time to discuss any pupils with SEND. When preparing for secondary school, we can offer guidance. All relevant paperwork, including details of provision for your child, will be transferred to the secondary school.

11. How accessible is the school and how does the school arrange equipment or facilities children need?

Please see our accessibility policy.

How accessible is the school for pupils with a disability?

All areas of the school are on ground level with corridors and doorways being wide enough for that require wheelchair access. We have a disabled toilet.

Will you make adjustments if my child or I have a disability?

We always make reasonable adjustments for pupils and their parents/carers, where we can. We work closely with parents/carers and any outside agencies who give us advice.

Will my child be included in all activities, for example school trips?

We go to great lengths to ensure that any pupil with a special educational need and/or disability has the necessary adult support or required equipment so that they can take part, this includes school trips and residential.

How will my child be included in lessons if they have special educational needs and/or a disability?

Pupils are supported to access the curriculum at an appropriate level according to their specific needs. Staff work hard in order to plan differentiated lessons in order to meet the specific needs.

15. What support can I do at home?

We will suggest activities, resources or signpost you to relevant websites or games you can do at home. We are always available and if you require any further advice or support, you can arrange a meeting with the class teacher or the SENCo.

16. How can I access support for myself and my family?

There is further information about various aspects of support on the Local Authority's website:

<https://www.lincolnshire.gov.uk/childcare-and-family-support/special-educational-needs-and-disabilities/send-local-offer/>

Liaise

The Liaise service in Lincolnshire provides free, confidential and impartial information, advice and support to children and young people with Special Educational Needs and to their parents and carers. They assist in a number of ways including telephone information and advice, attending meetings, and helping with completing forms and writing letters. Many parents use the Liaise service to support with Education and Health Care Plan applications. The SENCo has a variety of leaflets signposting the services Liaise can support with.

Liaise contact number is 0800 195 1635

<https://www.lincolnshire.gov.uk/liaise>

Who can I contact for further information?

Our school's SENCo is Mrs Karen Davison. Please contact the school to arrange a meeting or conversation if required.

Covid 19 update

a) A notice from the Secretary of State for Education issued under the Coronavirus Act 2020 to modify section 42 of the Children and Families Act 2014 (duty to secure special educational provision and health care provision in accordance with EHC plan). The duty on local authorities or health commissioning bodies to secure or arrange the provision is temporarily modified to a duty to use 'reasonable endeavours' to do so.

b) The Special Educational Needs and Disability (Coronavirus) (Amendment) Regulations 2020 . This temporarily amends 4 sets of Regulations that specify timescales that apply to local authorities, health commissioning bodies and others: principally for various processes relating to EHC needs assessments and plans. Where it is not reasonably practicable or is impractical to meet that time limit for a reason relating to the incidence or transmission of coronavirus, the specific time limit (such as to issue a plan to someone eligible for one within 20 weeks of the initial request) in the regulations being amended will not apply. Instead, the local authority or other body to whom that time limit applies will have to complete the process as soon as reasonably practicable or in line with any other timing requirement in any of the regulations being amended.

This guidance also states the key elements of the processes linked to EHCPs that remain unchanged. These include that a local authority must:

- ☒ still consider requests for a new EHC needs assessment*
- ☒ still secure all of the required advice and information in order to be able to issue a plan*
- ☒ have regard to the views and wishes of a child, the child's parent or a young person when carrying out its SEND functions under the Children and Families Act 2014 ('the 2014 Act')*

In summary, timelines for the local authority are currently suspended until 25th September 2020 and therefore whilst the processes linked to EHCPs have not stopped, it can take longer than the stated statutory timescales to achieve milestones within the process. In addition, the absolute duty to provide provision outlined in section F of the EHCP is reduced to a reasonable endeavour. This latter change is currently in place until the end of June 2020 but it remains likely that it will be extended with a further notice from the government.

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17. What training and qualifications do the staff have (in relation to SEND)?

Qualifications

The SENDCo holds a Post Graduate Degree specialising in Special Educational Needs and will be working towards attaining the National SENCO award from September 2021. She is an experienced qualified teacher.

Training

All staff at our school have regular training in a great number of areas of special educational needs and disability. All other staff have regular training regarding the latest developments in teaching and learning, support programmes for English and Maths, first aid training and phonics training. Bespoke training is linked to specific needs of the children within the school. For example, some staff may require specific medical training to support a pupil.

Useful Telephone Contacts:

SENDCo 01775 640357

Educational Psychology 01522 553473

Autism Outreach 01775 840250

Lincolnshire Special Educational Needs 01522 553325

Child and Adult Mental Health Service 01205 354202
Children's and Young Peoples Service 01522 308800
Emotional & Behavioural Support Services 01205 351106
Speech and Language Therapy Service 01476 577368