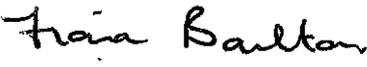


January
2022

SEND Information Report

Date approved by Governors:	16 th February 2022
Signed:	 Mrs F Boulton, Chair of Governors
For review:	January 2023
Website:	✓

The School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

BALDWINS GATE CE PRIMARY SCHOOL



Baldwins Gate CE Primary School SEND Information Report (January 2022)

At Baldwins Gate we have high expectations of all pupils and believe that learning should celebrate achievements and value individuality. Our Christian Ethos ensures that we encourage integrity, truth, respect and responsibility and we develop lifelong learners to promote resilience, resourcefulness and reflectiveness so that all pupils become confident individuals.

We are committed to offering an inclusive education which provides all children with the opportunities to achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum. For this to be achieved, quality teaching is essential and we actively monitor teaching and learning in the school. We develop knowledgeable, curious and caring children within a broad balanced and personalised curriculum that includes rigorous assessment and all statutory requirements. However, for some children, further additional support may be needed to help them achieve. This support may be sought from within school or through the involvement of outside agencies.

We value our belief that through rich, meaningful personalised learning we can build ambition, independence, resilience and pride within every Baldwins Gate pupil so that all pupils become lifelong learners, able to live safe and healthy lives as kind, caring and responsible citizens who will make an active and positive contribution to society.

The information contained in this report will be regularly reviewed and updated. It takes into account the 0-25 SEND Code of Practice 2015, The Equality Act 2010 and the Children and Families Act 2014.

What are special educational needs?

A special educational need (SEND) can be a number of different things. A child has a special educational need (SEND) if they have learning difficulties or disabilities that make it difficult for them to learn or take part in education. They will require special educational provision that is different or additional to that normally available to children of the same age. For some children this may be a temporary difficulty, while others may have a long term need for special help.

Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.

What different kinds of special educational needs are identified by the staff at Baldwins Gate Primary School?

Communication and Interaction – Children and young people with speech, language and communication needs (SLCN) who may experience difficulty when communicating with others. These children may experience difficulties saying what they want; difficulties understanding what is being said to them; difficulties understanding or using social rules of communication. ASD – Asperger's Syndrome, Autism, etc.

Cognition and Learning – Support for children who are experiencing some difficulties with their learning and who may require additional support or intervention. Learning difficulties cover a wide range of needs, including moderate learning difficulties. (MLD), severe learning difficulties (SLD), where children are likely to need support in all curriculum areas and specific learning difficulties (SpLD).

MLD – Moderate Learning Difficulties: learning at a slower pace than their peers, even with appropriate differentiation.

SLD – Severe Learning Difficulties: support needed in all areas of the curriculum.

PMLD – Profound and Multiple Learning Difficulties: severe and complex learning difficulties as well as a physical disability or sensory impairment.

SpLD – Specific Learning Difficulties for example: Dyslexia, Dyscalculia, Dyspraxia.

Social, Emotional and Mental Health – Children and young people may experience a wide range of social and emotional difficulties which manifest in many ways. These may include becoming withdrawn or isolated as well as displaying challenging, disruptive or disturbing behaviour, e.g. anxiety, depression, self-harming, substance misuse, eating disorders, ADD, ADHD, Attachment Disorder.

Sensory and Physical Needs – Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of educational facilities generally provided. Specialist support and/or equipment will be required to support access to learning.

VI – Visual Impairment

HI – Hearing Impairment

MSI – Multi-Sensory Impairment

PD – Physical Disability

How do we at Baldwins Gate Primary School know if a child needs extra help?

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers, or the pupil's previous school
- Tracking of attainment outcomes indicate a lack of progress or slow progress
- Pupil observation indicates that they have additional needs in one of the four areas mentioned above
- There is a change in behaviour
- A pupil asks for help more frequently
- There is an external referral from a Healthcare Professional

Our aim at Baldwins Gate Primary School is to identify those needs as early as possible. Every child is assessed on entry and closely monitored throughout their journey with us. We are committed to updating the training of our staff so they are equipped and knowledgeable in a wide array of areas.

What should I do if I think my child has a special educational need?

A child may be identified as having a long term difficulty which requires continuing support or a short term difficulty requiring a specific intervention. Our school has an 'open door' policy and if you are concerned about your child please:

- talk to your child's teacher
- talk to the SENDCo, Mrs Lowndes (appointments can be made via the School Office (01782 680649))

All parents will be listened to. Your views and aspirations for your child are central to the assessment and provision which is offered by our school.

Who is involved in supporting a child with SEND at Baldwins Gate Primary School?

There are a number of members of staff within the school setting that are involved in supporting children with special needs. These members are:

Class teachers

Responsibilities include:

- Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet a child's individual needs.
- Checking on the progress of their children and identify, plan and deliver any additional help a child may need (this might be differentiated work, additional support, adapting resources etc).
- Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and the specially planned work and resources.
- Ensuring that the school's SEND policy is followed in their classroom and for all the pupils they teach with SEND.

Special educational Needs and Disability Co-ordinator (SENDCo)

Responsibilities include:

- Managing the day-to-day support for children with SEND and/or disabilities.
- Working alongside the class teachers and TA's to ensure that a SEND child's needs are met.
- Ensuring that all members of staff working with a SEND child are aware of their individual needs and/or conditions.
- Ensuring that any specific adjustments needed are made to enable your child to be included and make progress.
- Liaising with the SEND governor termly to make sure that they are fully aware of the Special Educational Needs profile of the school and current priorities.
- Liaise with outside agencies in order to fully support and ensure all the needs of a pupil with SEND are met.

Headteacher

Responsibilities include:

- Managing all of the day-to-day aspects of the school's work, including provision for the children with special educational needs and/or disabilities.
- Liaising regularly with the SENDCo in order to be fully aware of the special education needs within the school.
- Keeping the Governing Body fully informed with regard to pupils with SEND.

Teaching Assistants (TAs)

- Pupils with an Education, Health Care Plan (EHCP) may be allocated a TA who will work with them on a one to one or small group basis. The TA will have regular dialogue with parents to discuss how their day has been / the child's progress.
- Children with SEND will have specific intervention programmes delivered by either the class TA or the SEND TA in school on a one to one or small group basis.

SEND Governor

Responsibilities include:

- Ensuring the school has a up to date SEND policy.
- Monitoring the support given to SEND children and ensuring that the school has an appropriate provision in place for SEND children.
- Ensuring that the school has made any necessary adaptations to meet the needs of all SEND children in the school.
- Monitor pupil and parental views.

How will Baldwins Gate Primary School support my child?

Our teachers have the highest possible expectations for all pupils in their class. Our curriculum is designed to match the needs of all children by offering personalised learning, which is differentiated according to their ability and style of learning. This gives children the opportunity to learn, build on and develop new skills to become more independent learners, enabling them to progress and reach their full potential.

Where a child has been identified with SEND, their work will be differentiated by the class teacher to enable them to access the curriculum more easily. This may involve using more practical learning or providing different resources adapted for your child. The classroom environment may also be adapted to suit individual needs e.g. providing a workstation or a visual timetable

Children with a special educational need are placed on the SEND Support register and will receive support that is specific to their individual needs.

This support may consist of one or more of the following:

Differentiated curriculum: the class teacher takes into consideration the different ways a child may learn and then develops and plans different levels of work in classroom to cater for that child's learning needs, along with a variety of differentiated resources to further support this. Reasonable adjustments will be made for children who have complex needs. Our teachers also think carefully about the organisation of their classroom, ensuring that all sensory needs are effectively catered for

Small group intervention: if, after a differentiated curriculum, a child has made little or no progress they may take part in small group interventions with a member of staff, aimed at addressing the area of difficulty they are experiencing.

Personalised Target setting: if, after a differentiated curriculum and small group intervention concerns about a child's rate of progress remains, personal specific targets will be created and interventions based around the targets will be put in place. These specific targets will be recorded on a Personalised Education Plan (IEP). These interventions will normally be done on a one to one or two to one basis. All interventions are matched closely to each child's level of need. A trained Teaching Assistant will usually teach interventions and, with the class teacher, will closely monitor progress and outcomes, which will support the next steps in learning. Parents will be invited into school to discuss targets. Targets will be reviewed termly by the class teacher, SENDCo and parents.

Educational Psychologist: if after an IEP a child is still making little or no progress we will seek to have the child seen by an educational psychologist. An educational psychologist will assess:

- What your child is good at and what they need additional help with.
- What your child would benefit from learning.
- How best to help your child learn. This information will be presented in an educational psychologist report.

The information in the report will be used to determine the level of provision a child may need. The level of provision may change throughout a child's time at school.

The class teacher and/or SENCO will speak to the parent/s if they think this should happen and will ask for the parent/s opinion about this. Parents will receive a copy of the report and will be given an opportunity to discuss its content with the education psychologist. They will also be provided with strategies and directed to provisions they could use to support their child at home. If a medical report identifying the child's needs and level of support already exists, this will be used to identify and provide the provision the child needs.

Educational Health Care Plan (EHCP): if a child continues to make little or no progress despite a range of interventions and advice, then the school, with the parents' consent, can request a formal assessment from the local authority. This will include reports from parents and all the professionals involved with the child and may lead to an Educational Health Care Plan – detailing the provision the school must provide to meet the child's needs. If a child does have an EHC plan, a formal annual review will be held every year to review progress and provision.

Depending on a child's level of need they may also require support from outside agencies.

Which other agencies may be supporting my child?

Baldwins Gate Primary School works closely with a number of agencies to ensure the best possible provision for your child.

These include:

- Special Educational Needs and Inclusion Service (SENIS)
- Autism Outreach Team
- Hearing Impairment team
- Visual Impairment team
- Speech and Language Therapy (SALT) Service
- Educational Psychologist Service
- Educational Welfare Officers
- Social Services
- CAMHS (Child and Adolescent Mental Health Service)
- Newcastle SEND Hub
- Newcastle Primary District Inclusion Panel
- Occupational and Physiotherapy services

If outside agencies are used, we will always ask your permission before making a referral.

How will the curriculum meet the needs of my child?

Our school's aim is to ensure that all pupils have access to a broad and balanced curriculum that is tailored to suit individual needs. Baldwins Gate Primary is an inclusive school and through differentiation and careful target setting we ensure that all pupils can access the lessons and make progress. Class teachers with the support of the SENCo, will assess the needs of the children and the support they require in different lessons.

Differentiating work in the classroom can take many forms:

- modifying the environment, eg providing a quiet area.
- customising the objectives.
- using specialist equipment, eg writing slope, chair, computer mouse.
- using ICT or audio equipment to compose in writing tasks.
- additional adult support.
- visual prompts.
- modifying the school day/timetable to meet individual needs.

Activities and school trips are available to all.

- Risk assessments are carried out and procedures are put in place to enable all children to participate. This is completed in consultation with parents/carers, school and outside agencies, where necessary.
- If a health and safety risk assessment suggests that an intensive level of 1:1 support is required then a parent/carer may also be asked to accompany their child during the activity in addition to the usual school staff.

How will the school monitor the progress of children with SEND?

At Baldwins Gate we regularly review and evaluate the breadth and impact of the SEND provisions we offer as well as the progress being made by all our SEND pupils from the individual starting points.

The school monitors individual pupil progress through:

- Termly review of IEP targets
- On going assessment
- Termly summative assessments
- Whole school pupil progress tracking using our school assessment system – Classroom Monitor
- Book scans
- Regular discussions between the class teacher, TAs and SENDCo

Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate pupil progress and to meet pupil needs.

The school will do the following to monitor its SEND provision:

- Check that the support given to SEND children is planned and monitored carefully by the class teacher and SENDCo throughout the year.
- Meet with parents/carers termly, this could be as part of parents evenings or IEP reviews to discuss and review the support and progress of your child.
- Ensure regular meetings take place throughout the year between class teachers, SENDCo, Teaching Assistants and Senior Management to discuss the SEND children's progress and provisions.
- Ensure the SENDCo is available for further information and discussion.
- Arrange an annual review of Educational Health Care Plans (EHCP)
- Hold termly governor monitoring meetings to reflect on progress of pupils and the needs of children within the school.
- Complete a Whole School SEND self-evaluation review.
- Have a SEND action plan that identifies priorities within school to improve the provision for those children with SEND.

What skills do the staff have to meet the needs of my child?

The SENDCo supports class teachers in planning for children with SEND and provide in-house training. The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. We believe that it is important that staff have the skills and knowledge to support children with SEND. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the Autism Outreach service.

Recent training includes:

- Attachment and Trauma Training (Whole staff)
- Developmental Co-ordination Disorder (Whole staff)
- Sensory Interventions
- Emotional Literacy Support Assistant (ELSA) SEND TA
- Understanding Autism
- Autism Support.
- National Award for Special Educational Needs (being undertaken by SENDCo)
- Music Therapy / Play Dough Therapy

How will my child be prepared and supported through transition periods?

At Baldwins Gate Primary School we understand what a stressful time moving schools can be for everyone involved. Therefore many strategies are in place to enable the child's transition to be as smooth as possible. If your child joins our school, we will gather any information required about your children from you and any other professionals working with your child, so that we can ensure the best possible start for your child's learning journey with us.

On entry into the Foundation Stage:

- Parents/Carers/Children are invited into school for a preliminary visit to look around the school.
- Parents/Carers are invited to a meeting at the school so that they can meet the Foundation stage team, know what to expect and share any concerns.
- A planned programme of visits during the summer term is devised.
- 'Stay and play' sessions for all parents and children who are starting school in the September.
- Home visits from Foundation staff
- Nursery visits from Foundation staff.
- Assessment data is transferred from all nurseries to our Foundation Stage team.
- Multi agency meetings to support the transition of children with additional needs.

Mid-Year Transition from another setting :

- All parents/carers and children are offered a tour of the school and a discussion with the Head teacher and SENDCo.

- Wherever possible, a planned programme of transition and pre-visits are arranged between the past school, current school and parents/carers. However, if this is not an option, all information is collected from the previous school and telephone conversations held between relevant members of staff if necessary.

Moving into a new class:

- Children have the opportunity to meet their new class teacher and peers in the next classroom environment during 'transition' days in the summer term.
- Individual transition opportunities are available for children who may need more support/longer periods of transition/specialised transition etc. Your child's class teacher will talk to you about this if it is necessary.
- Transition meetings between the parent, current teacher and the next teacher in the Summer term to ensure a smooth handover of information regarding your child.

Transition to high school:

As our children go on to a number of different high schools, the Year 6 class teacher and the SENDCo work closely with the teachers/SENDCo's of all the high schools to ensure that transitions work as smoothly as possible.

Currently our transition arrangements here at Baldwins Gate Primary School are:

- All information is transferred to the child's next school including current academic levels, personal information, procedures, IEPs and care plans.
- A representative from the high schools comes in to discuss children, their interests, their abilities and their needs as well as any other issues and to talk to children about high school, including any worries or anticipations.
- Parents of children with SEND, have the option to meet with the SENDCo at the high schools to discuss any issues during their open evenings or through liaising with us.
- Additional transition documents are made with children who have high level needs e.g. photo books.
- All children have an opportunity to spend time at the high schools. However, if your child has a specific need (either educational or pastoral) then extra visits are often arranged.
- If your child has an EHC, then a transition review is held prior to the transition to the next school. At this meeting, transition arrangements are discussed, the high school is invited to this meeting.

What support is there for my child's social, emotional and mental health (SEMH)?

At Baldwins Gate Primary School we are committed to providing the highest quality of education to all learners. We recognise however that some children will experience social, emotional or mental health difficulties that may impact upon their ability to learn.

- The school has a Personal, Social, Health and Economic (PSHE) curriculum that encourages children to develop skills for life. Children are encouraged to voice opinions and debate issues within the classroom setting.
- All staff have taken part in Attachment and Trauma training.
- The SEND TA has undertaken Emotional Literacy Support Assistant training and will deliver specific, targeted interventions to support children with SEMH needs.
- The school has an established curriculum for developing children's understanding of E-safety and keeping parents up to date with new technology through the school website.
- The School Council operates as a 'pupil voice' on all areas of school life including pupil safety and emotional wellbeing.
- Residential visits take place in KS2 in both classes, which promote both team building and independence skills. Children with SEND are included in all activities and when appropriate care plans are put in place to support the visit.
- Class teachers work closely with each other to ensure good liaison during transition between Foundation Stage and KS1, between KS1 and KS2 and between Y4 and Y5.

A child may require an IEP to specifically target their social, emotional or mental health needs. If a need is recognised then a plan will be created in collaboration with parents to offer targeted support to the child. A child may need this support for a relatively short time, perhaps in the case of a specific event eg a

bereavement, or it may be recognised that a child requires more long standing intervention to support their needs.

If school feel your child's emotional needs are more complex than a referral to Child and Adolescent Mental Health Services (CAMHS), or other support agencies, will be completed with the permission and support of parents.

What happens if my child does have SEND? How is the decision made about how much support my child will receive?

If your child has been assessed as having special educational needs support will start straight away; depending on their level of need they may be placed on the school's SEND Support register. This support may include a modification to the curriculum to suit his/her needs, and/or any provisions and/or any suggested adaptations to the setting. Arrangements will be made for parents to meet with the class teacher and SENCO to discuss their child's needs, share strategies used, and ensure the provisions in place are appropriate. If other professionals are involved, a meeting will be held to discuss the child's needs and ensure they are met. If your child is new to the school you will be invited to visit the school with your child to have a look around and speak to staff before a formal meeting with the class teacher and SENCO.

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

This decision is made for each individual, as all children's needs may be different. We look at:

- the progress your child is making
- the type of difficulties your child is experiencing
- participation and accessibility to learning
- multi agency advice and guidance

For pupils with SEND but without an Education Health Care Plan, the decision regarding the support required will be taken jointly between the class teacher, SENDCo and Senior Management Team. These are reviewed regularly, with decisions being based upon tracking of pupil progress and as a result of assessments made, including those by outside agencies if appropriate.

For pupils with a Statement of Educational Needs or an Education Health Care Plan, this decision will be reached when the plan is being produced or through the annual review.

How will I be involved in discussions about planning for my child's education?

This will take place through:

- Discussions with the class teacher.
- During discussions with the SENDCo or other professionals.
- During parental consultations.

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

The school receives funding to respond to the needs of pupils with SEND from a number of sources: A proportion of the funds allocated per pupil to the school provide for their education (the Age Weighted Pupil Unit); The Notional SEND budget; The Pupil Premium funding for pupils whose needs meet certain criteria. In addition, for those pupils with the most complex needs, the school can apply for Additional Educational Needs (AEN) funding. This funding is then used to provide the facilities to support pupils with special educational needs and disabilities through:

- In-class support from teaching assistants.
- Small group support from teaching assistants e.g. English and Maths support, SEMH support.
- Bought in support from external agencies
- Provision of specialist resources e.g. assessment tools, intervention programmes
- Training relating to SEND for all staff

How accessible is the school environment?

Baldwins Gate Primary is all on ground level and had been designated as a Pathway school for children with physical difficulties. All classrooms are accessible and there are two ramps providing access into the KS1 classroom and the KS2 cloakroom area. The Early Years classroom has an outdoor area including a soft bark play area. There are two disabled toilets in school with access for wheelchairs. The school has one classroom fitted with a Hearing Loop facility. There is a disabled parking spot located close to the school reception. The school has an Accessibility Plan that describes the actions taken by the school.

How will my child's medical needs be supported?

For all medical needs, we endeavour to follow the Local Authority policy, the DfE guidelines included within "Supporting pupils at school with medical conditions" (DfE 2014) and our own school policy.

- If a child has a medical need then a detailed Health Care Plan is compiled in consultation with parents/carers and if appropriate, the children themselves. These are discussed with all staff involved with the child and are reviewed annually or earlier if necessary. Teachers have copies of Care Plans and these should be referred to when necessary.
- Where necessary, and in agreement with parents/carers, prescribed medicines may be administered in school where a signed parental agreement form has been completed and agreed in consultation with the head teacher.
- Regular training in the administration of certain medicine is given to all staff as necessary.
- All children with a medical need have a Health Care Plan which details of their needs. These are provided to all staff, including lunchtime supervisors to ensure a vigilant approach to supporting our children with medical needs. These Health Care Plans are updated annually, or earlier if changes arise.

Where can I or my child get further help, information and support?

- If you have any concerns regarding your child always contact the class teacher first.
- Mrs Lowndes, Headteacher and SENDCOo.
- The School Governor with responsibility for SEND is Mrs Munton. Appointments can be made by phoning the school office on 01782 680649.
- SENDIASS – Staffordshire Family Partnership <https://www.staffs-iass.org/home.aspx>
- Staffordshire Connects – Support groups for parents of children with SEND <https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>

Support services for parents with pupils with SEND include: Parent Partnership – information board situated next to the School Office.

The Local Authority's Local Offer can be found at:

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>

The Local Authority's Graduated response document can be found at:

https://www.staffordshireconnects.info/kb5/staffordshire/directory/advice.page?id=J9rS4V94_r4