



## **Barford St Peter's C of E (VA) Primary School** *Together we love; together we learn*

### **SPECIAL EDUCATIONAL NEEDS AND DISABILITY INFORMATION REPORT 2025-26**

#### **GENERAL STATEMENT**

Barford St Peter's is a fully inclusive mainstream Voluntary Aided Church of England School where we strive to ensure that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs).

This document is intended to provide you with information regarding the ways in which we ensure we support all of our pupils in order that they can achieve their full potential. We aim to support children in their academic, social, emotional and personal development in the most appropriate way possible and are committed to supporting all children to make progress. This may include short-term interventions, pre-teaching, adapted learning and where necessary, a personalised curriculum designed to meet specific or more complex needs.

The term Special Educational Needs and disabilities (SEND) has a legal definition referring to children and young people with a learning difficulty or disability that makes it harder for them to learn, than most other children and young people of the same age. These children may need extra help from that given to others. Our school is supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The four broad 'areas of need' are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional & Mental Health Difficulties
- Sensory and Physical Needs

Children may be identified as having more than one area of need.

#### **Who are the best people to talk to in this school about my child's Special Educational Needs or Disability (SEND)?**

**Your child's class teacher** is responsible for checking on the progress of your child and identifying, planning and delivering any additional help your child may need and liaising with the SENDCO as necessary. They will ensure that the school's SEND Policy is followed in their

classroom and for all the pupils they teach with any SEND. They are involved with the writing of SMART targets for PLPs (Personal Learning Plans).

**SENDCO – Mrs Lucy Rose (Deputy Head Teacher)** is responsible for developing and reviewing the school’s SEND policy and co-coordinating all the support for children with special educational needs or disabilities (SEND). She will also ensure that you are involved in supporting your child’s learning, kept informed about the support your child is getting and are involved in reviewing how they are progressing. She will liaise with all the external agencies who may be coming into school to help support your child’s learning. Termly, she will update the school’s SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure those records of your child’s progress and needs are kept. Mrs Rose is responsible for the day-to-day management of all aspects of SEND support. She will give responsibility to the class teachers but is still responsible for ensuring that your child’s needs are being met. She will make sure that the Governing Body is kept up to date about issues relating to SEND. Mrs Rose can be contacted by emailing [sendco@barfordstpeters.co.uk](mailto:sendco@barfordstpeters.co.uk). Please note, her working days are Tuesday, Wednesday, Thursday and Friday.

**Head Teacher – Mrs Mary Baker** gives responsibility to the SENDCO of all aspects of SEND but is responsible for ensuring that your child’s needs are met.

**The SEND Governor – Wendy Barlow** is responsible for making sure that the necessary support is given for any child with SEND who attends the school. They discuss and review SEND budgets during governors’ meetings. Regular involvement with the school, close working with the SENDCO and training ensures they are well updated with school systems of support that are in place.

REGULATIONS	QUESTION	HOW DO WE SUPPORT THIS?
<p><b>1.The kinds of special educational needs for which provision is made at the school.</b></p>	<p><b>Do you have children with SEND in your school?</b></p> <p><b>What kinds of SEND do those children have?</b></p>	<p>We are a mainstream school and the majority of our pupils are expected to reach or exceed the learning goals for their age. A small number of our pupils do have special educational needs. Children are identified as having SEND when their progress has slowed or stopped and the interventions and resources we normally put in place have not enabled them to make progress towards achieving Age Related Expectations. If there is a cause for concern, a discussion takes place between the class teacher and the SENDCO and, if additional support is required, parents are advised. Following this, SEND support provision is put in place to help the child to make progress against their individual goals. Typically, children with SEND in our school have difficulties with speech and language, cognition and learning (especially reading and/or writing), social or emotional development and sensory difficulties which can include problems with sight or hearing.</p>
<p><b>2. Information related to mainstream schools about the school’s policies for the identification and assessment of pupils with SEN.</b></p>	<p><b>How do you know if a pupil has SEND?</b></p> <p><b>How will I know if my child is receiving SEND support?</b></p>	<p>At Barford, we monitor the progress of all children. The school follows a graduated approach to identifying and supporting children with SEND. This involves assessing children against nationally set criteria to check their progress and attainment, then planning appropriate actions and interventions with clear outcomes where children have been identified as not making sufficient progress. Regular pupil progress meetings with the Senior Leadership Team and class teachers help pupils not making</p>

		<p>sufficient progress to be identified. Then appropriate provision is put in place to move their learning forward; both qualitative and quantitative progress are celebrated during these meetings. Termly assessment, tracking and monitoring information is used to inform pupil progress meetings. Progress in other areas, such as social development, are also carefully monitored and interventions put in place where there are concerns. Parents are informed as soon as possible; concerns are shared in detail and any additional support or involvement with outside agencies discussed and agreed accordingly. Parents are also encouraged to approach the teachers if they believe their child has specific needs. Our SENDCO is available to offer advice and give guidance to teachers and parents as soon as there are concerns. She supports class teachers to plan activities such as small group work or special programmes to help the child. If these interventions don't help the child to make good progress, it may be suggested that temporary additional support will be required, and we may seek advice from an external specialist service. Parents/carers will be involved in decisions about additional support that will be put in place. We will keep you informed of any additional needs that have been identified and invite you to discuss our plans to help them make better progress.</p>
<p><b>3. Information about the school's policies for making provision for pupils with SEND whether or not pupils have a health care plan.</b></p>	<p><b>Where can I find information about the school SEND Policy?</b></p>	<p>Our SEND Policy will give you the information you need about how we make provision for all pupils with SEND and it is available from the school website. If you would like to discuss our SEND provision, or find out more, please make an appointment to meet with our SENDCO and/or your child's class teacher. Our SENDCO is Mrs Lucy Rose and she can be contacted by email at <a href="mailto:sendco@barfordstpeters.co.uk">sendco@barfordstpeters.co.uk</a> or by telephone via the school office on 01926 624244.</p>
<p><b>3a. How the school evaluates the effectiveness of its provision for such pupils</b></p>	<p><b>How do you make sure that the SEND support is helping pupils make better progress?</b></p> <p><b>How will I know that my child is making progress?</b></p>	<p>The progress of all children across the school is tracked by ongoing teacher assessments and more formal summative assessments at key points across the year. In addition, for SEND support children, we use intervention monitoring systems to track the effectiveness of interventions to ensure that any specific provision is working and in helping children make progress. Additional assessments from external services include Integrated Disability Service (IDS) preschool and complex needs team, SEND Supported and Educational Psychologists. We also work with colleagues in the Health Service as required including the Child and Adolescent Mental Health Service (CAMHS), Occupational Therapy Service (OT) and Speech and Language Therapists (SPLT). This information is then shared and acted upon by teachers and the SENDCO. In addition, SEND needs are shared with the Senior Leadership Team and discussed regularly as part of SLT meetings. Generalised information regarding progression is shared on a termly basis with Governors but individual pupils are not named in line with our confidentiality policy. Parents are kept well informed of children's progress at termly parents' meetings in addition to more informal contact. We operate an</p>

		open-door policy and teachers and parents talk regularly at pick up and drop of times, and also via emails and phone calls.
<b>3b. The school's arrangements for assessing and reviewing the progress of pupils with special educational needs.</b>	<p><b>How do you check and review the progress made by pupils with SEN?</b></p> <p><b>How will I be involved in those reviews? Who else will be there?</b></p>	Children with SEND all have a Personal Learning Plan (PLP) that details small step targets and details of the additional support in place. This document is shared with parents and the child and is reviewed and updated 3 times across the year at parent meetings. These meetings happen initially with the parent and class teacher and then with the SENDCO if required. In addition, an annual school report, in common with all children, is also produced. If a child has a PLP, parents receive a copy of this three times a year. During Year 6, our SENDCO aims to ensure future providers from feeder secondary schools join the meetings to facilitate effective transitions into secondary school. If outside specialist agencies are involved, the school will arrange for parents to meet with them as and when required.
<b>3c. The school's approach to teaching pupils with SEN.</b>	<p><b>How do your teachers help pupils with learning difficulties or disabilities to learn, including what they learn?</b></p> <p><b>How can I find out more about what my child is learning at the moment?</b></p>	Our teachers have the highest possible expectations for your child and all pupils in their class. All teaching is based on building on what your child already knows, can do and understands. Your child's teacher/s will put in place different ways of teaching so that your child is fully involved in learning in class. This is called universal provision and all children in school receive this. This may involve things like using more practical learning or providing different resources adapted for your child. Your child's teacher will also put in place specific strategies (which may be suggested by the SENDCO or staff from outside agencies) to enable your child to access the learning task. Your child's teacher will have carefully checked on their progress to monitor if they have gaps in their understanding/learning and need some extra support in order to close the gap. The teacher will plan 1:1 or group sessions for your child with targets to help them to make more progress. These activities might be led by either a teacher or a teaching assistant working to plans produced and discussed with the class teacher. The SENDCO will support staff in deciding next steps and interventions put in place. Your child's class teacher will provide information about what the class is learning each term so that you are able to help your child at home. There is more information about the school curriculum on our website.
<b>3d. How the school adapts the curriculum and learning environment for pupils with SEN</b>	<b>How have you made the school buildings and site safe and welcoming for pupils with SEN or disabilities?</b>	The school site is on one level so is accessible to all. There is 1 disabled toilet. Adaptations are used in all classrooms to suit the individual needs of children. These include for example enlarged print, coloured overlays, wobble cushions, footrests, specific pencil grips, sensory support etc as well as personalised differentiation of tasks. There are a few spaces for quiet 1:1 support or small group work.
<b>3e. Additional support for learning that is available to pupils with SEN</b>	<b>Is there any extra support available to help pupils with SEND with their learning?</b>	<p>We have trained Teaching Assistants who work with small groups, whole classes and 1:1. Additionally, where possible, teachers will deliver some additional support. Any planned support is timetabled by the class teacher with support from our SENDCO.</p> <p>If your child is receiving additional support, your child's class teacher will discuss this with you at parents' meetings. You will</p>

	<p><b>How will I know if my child is getting extra support?</b></p>	<p>be provided with a Personal Learning Plan, if your child is on the SEND register as SEND Support, so you know their small step targets and the support in place. If outside agencies are involved in the support of your child, we will share any information with you, discuss any assessment information and if appropriate organise additional review meetings. With parental permission, an Educational Health Care Needs Assessment (EHCNA) request will be made by the school to the Local Authority if the child demonstrates significant cause for concern. All applications for an EHCNA are made by the school's SENDCO, Mrs Lucy Rose. In exceptional circumstances, and only with the approval of the Head Teacher, another member of staff may be involved in the process; however, all applications will continue to be overseen by the SENDCO to ensure consistency and accuracy. The Local Authority will be given information about the child's progress over time, and will also receive documentation in relation to the child's SEND and any other action taken to deal with those needs, including any resources or special arrangements put in place. See SEND Policy for information regarding EHCPs.</p>
<p><b>3f. Activities that are available for pupils with SEN in addition to those available in accordance with the curriculum</b></p>	<p><b>What social, before and after school and other activities are available for pupils with SEND? How can my child and I find out about these activities?</b></p>	<p>Please click on the link to extra-curricular activities that are available to children of different age groups on the school website. Look out for information sent home throughout the year for clubs that will also run during school time. They are all fully inclusive of children with SEND.</p>
<p><b>3g. Support that is available for improving the emotional and social development of pupils with SEN</b></p>	<p><b>How does your school support pupils' emotional and social development?</b></p>	<p>This will be supported through an individual programme tailored to meet the needs of each child. The school buys in to a counselling service which has proved very effective. The school's mental health lead is Mrs Michelle Bunn. She supports the SENDCO in ensuring that we support the mental health needs of all our children. For children with specific social, mental or emotional health difficulties we also work with SEND Supported, our Educational Psychologist, CAMHS and the Early Help Team. We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative. Barford St. Peter's has a strong Christian ethos underpinning all aspects of the curriculum. PSHE is delivered as part of worship and PSHE lessons. The 'Taking Care- Keeping Children Safe' programme is used with all children across the school. 'Protective Behaviours' lessons are revisited annually. The programme 'Zones of Regulation' is also used across the whole school. Adult and peer mentors are used as deemed necessary. Some of our teaching assistants are lunchtime supervisors, resulting in continuity between class and playtime; children can be encouraged to take part in social activities or supported emotionally during break</p>

		times and lunchtimes. We offer a supportive quiet lunchtime space called Lunch Bunch where children who find eating in the hall too noisy can access.
<b>4. In relation to mainstream schools, the name and contact details of the SEND Coordinator</b>	<b>Who should I contact if I want to find out more about how the school supports pupils with SEND?</b>	<b>Mrs Lucy Rose</b> <b>Deputy Head Teacher &amp; SENDCO</b> <a href="mailto:sendco@barfordstpeters.co.uk">sendco@barfordstpeters.co.uk</a>
<b>5. Information about the expertise and training of staff in relation to children and young people with SEN and how specialist expertise will be secured</b>	<b>Who should I contact if I want to find out more about how the school supports pupils with SEND?</b>	<b>See detailed section at the start of the document.</b> All staff receive training to share knowledge, strategies and experience, to ensure consistency of the school's approach for children with SEND. The SENDCO, teachers and support staff attend training courses run by experts in SEND including courses provided by outside agencies. We tailor our training to ensure we have appropriate skills to support the specific needs of children within our school cohort and to ensure the support in place reflects current best practise. We access training through a range of providers including the Gateway Alliance, SEND supported, the Local Authority, IDS, Early Help and Local Health Teams. We also ensure staff have relevant training to support them in implementing individual medical care plans that are in place to support children's medical or physical needs are met safely.
<b>6. Information about how equipment and facilities to support children with SEN will be secured</b>	<b>What happens if my child needs specialist equipment or other facilities?</b>	The school will endeavour to provide auxiliary aids to support a pupil's individual needs. This may for example include resources to support fine motor skills such as pencil grips, triangular pencils, writing slopes, easy cut scissors etc, resources to support sensory needs such as wobble cushions, fiddle toys, busy feet footrests and weighted blankets and ICT equipment to provide AAC (Augmented Alternative Communication) devices. If a child has complex needs, we will always seek advice from specialist services and in these instances the Local Authority is able to provide specialist equipment such as wheelchairs /standing frames/ seating etc if needed.
<b>7. The arrangements for consulting parents of children with SEN about, and involving such parents in, the education of their child.</b>	<b>How will I be involved with planning for and supporting my child's learning? Who will help me to support him/her at home?</b>	Parents' evenings are held twice a year for all children. Written reports are shared with all parents in the summer term. A minimum of three reviews will take place during the year for children with an EHCP, these take place with parents, class teacher, SENDCO and possible outside agencies involved. Children may be invited to attend these reviews and/or give views prior to meeting. For children with SEND, Personal Learning Plans (PLPs) are prepared and agreed with parents, the child, teaching staff and PLPs are updated and shared once a term. The PLP details the child's likes/interests, their individual needs, the best way to support the child, current targets and interventions in place. Informal meetings, phone calls and discussions with the class teacher take place as necessary. Home-school communication books are used as appropriate for children requiring a high level of personalised support. For children with an EHCP, Padlet (an online journal) is used to capture their

		learning and small steps of progress and this is shared daily with parents.
<b>8. The arrangements for consulting young people with SEN about their learning and involving them.</b>	<b>How is my child involved in his /her own learning and decisions made about his/her education?</b>	Children meet termly with their class teacher to review their targets and set new targets, where appropriate. Children are provided with ongoing verbal feedback during lessons. Children with an Educational Health Care Plan complete a written report prior to their Annual Review meetings, where possible, which they are invited to attend part of with their parents / carers as appropriate.
<b>9. Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEN concerning the provision made at the school.</b>	<b>Who should I contact if I'm not happy with my child's learning and/or progress?</b>	Your first step should be to express a concern to your child's class teacher. They will have an up to date and detailed knowledge of your children's learning and presentation in school and are the best first point of contact if you have any concerns about how they are doing. The SENDCO is also available and can work with you and the class teacher. In the event, of any unresolved difficulties, the Head Teacher will endeavour to act to answer any concerns. See our school website for our complaint's procedure. We welcome open dialogue and are always willing to discuss any concerns regarding a child's education or wellbeing. While we encourage constructive feedback and aim to resolve issues collaboratively, it is essential that all communication remains courteous and professional. The school does not tolerate personal attacks—whether verbal or written—towards any member of staff and reserves the right to take appropriate action to uphold a safe and respectful environment for all.
<b>10. How the governing body involves other bodies, including health and social services bodies, LA support services and voluntary organisations, in meeting the needs of pupils with SEN and in supporting the families of such pupils.</b>	<b>Who else provides services in school for children with SEN or disabilities?</b>	The school is able to access a number of support agencies when a child shows more complex additional needs. These services are bought in by the school as required and include SEND Supported, IDS and Educational Psychologists. We can also make referrals for support through the LA for occupational therapy, physiotherapy and speech and language therapy. Children with poor mental health can be supported through CAMHS. Neurodiversity referrals are made to RISE by the SENDCO. More complex assessments are also provided by the LA's child development team and children can be referred to these services when recommended by specialist teachers or outside agencies that are working with the child. The local offer gives full details of agencies that are available to support children needs which can be accessed at - <a href="http://www.warwickshire.gov.uk/send">www.warwickshire.gov.uk/send</a>
<b>11. The contact details of support services for the parents of pupils with SEN, including those for arrangements made in accordance with clause 32.</b>	<b>How can my family get support from these services?</b>  <b>Who should I contact to find out about other support for parents and families of children with SEN or disabilities?</b>	Parents can find out about local services via the Local offer as detailed above. In addition, parents can get support from SENDIAS. This is a free, impartial and confidential service and details of the support they provided can be found at <a href="http://www.warwickshiresendiass.co.uk">www.warwickshiresendiass.co.uk</a> . The charity KIDS also had lots of support, advice and information <a href="http://www.kids.org.uk">www.kids.org.uk</a> . The charity IPSEA is also useful in understanding SEND and the law and can be found here: <a href="https://www.ipsea.org.uk/">https://www.ipsea.org.uk/</a>
<b>12. The school's arrangements for supporting pupils with SEN in transferring</b>	<b>How will you help my child make successful move into the next class</b>	Pre-School to Reception and Key Stage 1 to 2 are internal transitions. All children are involved in class visits to new teachers but additional transition arrangements will be made/ tailored to suit the needs of individual children. Parents will be

<p><b>between phases of education.</b></p>	<p><b>or secondary school or other move or transition?</b></p>	<p>advised of any additional transition arrangements that are being put in place. Parents are also asked to advise the child's existing class teacher of any concerns they or the child have about transition so appropriate support is provided. Secondary School transition processes/ information sharing between schools begin in Year 6 meetings. Additional support including, additional visits, is available for pupils with SEND to help them make successful transitions. Parents and the child are fully involved in this process. The Secondary School Websites also provide valuable information for parents.</p>
<p><b>13. Information on where the LA's local offer is published.</b></p>	<p><b>Where can I find out about other services that might be available for our family and my child?</b></p>	<p>The Warwickshire Local Offer website has information about the services that are available. <a href="http://www.warwickshire.gov.uk/send">www.warwickshire.gov.uk/send</a></p>