



St Bartholomew's CE Primary School
Special Educational Needs and Disabilities
Information Report 2023 - 2024

'All God's children learning and achieving together in faith with compassion.'

Introduction

Welcome to our SEN information report which is part of the Wolverhampton Local Offer for learners with Special Educational Needs and Disabilities (SEND).

All Wolverhampton Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with SEND and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. At St Bartholomew's Primary School we aim to be as inclusive as possible with the needs of all pupils, including those with SEND, being met in a mainstream setting.

We welcome your comments on our offer, so please do contact us;

Mrs Katy Kent – MAT CEO
Mrs Rachael Kilmister - Headteacher and Designated Safeguarding Lead
Mrs Stephanie Banks – SENDCo and Deputy Designated Safeguarding Lead
Mrs Vicky Osbourne – SEND Link Governor

School telephone number – 01902 558855
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What is the 'Local Offer'?

The LA Local Offer

The Children and Families Bill states that Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with SEND aged between 0-25. This is the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

Please click on the link below to view the LA Local Offer:

<http://www.wolverhampton.gov.uk/send>

What can we at St Bartholomew's Primary School offer you and your child?

We ensure that all pupils in our school are equally valued by having equal access to a broad and balanced curriculum, which is adapted to meet the individual needs and abilities of our children. We are able to support children with difficulties with their communication and interaction, cognition and learning, social, emotional and mental health and sensory or physical needs.

Please read below for more information about the 'offer' from our school and how we can best support your child. You can also read our **SEND policy** which can be found in the policy section of our school website.

The DfE have also produced a guide for parents regarding SEND; please click on the link below:

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Who are the best people to talk to about my child's difficulties with learning?

The Class Teacher

Who will:

- Monitor the progress of your child and identify, plan and deliver any additional help your child may need, this could be intervention within the classroom or additional support outside of normal lessons.
- Consult with the Special Education Needs and Disabilities Co-ordinator (SENDCo) as necessary.
- Write Class Provision Map targets and SEND Support Plan targets and share and review these with pupils and parents, termly.
- Use adaptive teaching, differentiate tasks appropriately or personalise the teaching and learning for your child based upon the strategies recommend by external agencies or advice of the SENDCo.
- Ensure that the school's SEND Policy is followed within their classroom for all the pupils they teach with any additional needs.

The SENDCo

Who will:

- Develop and review annually the school's SEND policy and SEND Information Report.
- Co-ordinate all of the support for children with SEND.
- Ensure that you and your child are:

i) involved in supporting your child's learning.

ii) kept informed about the support your child is getting.

iii) involved in reviewing their progress.

- Liaise with all other professionals who may come into school to help support your child's learning.
- Update the school's SEND register (a system for ensuring that all of the SEND needs of pupils in this school are known) and make sure that records of your child's progress and needs are kept up to date.
- Provide specialist support or training for teachers and support staff in the school, so that they can help children with SEND make the best progress possible.

The Headteacher

Who will:

- Run the day-to-day management of all aspects of the school; including support for children with SEND.
- Ensure that the Governing Body is kept up to date about issues relating to SEND.

The SEND Link Governor

Who will:

- Make sure that the necessary support is given for any child with SEND who attends the school.
- Liaise with school SENDCo, Head teacher and the Governing body.

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

High Quality Classroom Teaching

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built upon what your child already knows, can do and can understand.
- That all lessons and work challenge all children at a level that is appropriate for them.
- That different methods of teaching are in place, so that your child is fully involved in their learning.
- That specific strategies are in place to support your child to learn e.g. pre-teaching and catch-up interventions.
- Your child's teacher will carefully monitor their progress and will identify any gaps in their understanding or learning and decide on the extra support that is required to help your child make the best possible progress.

Specific Group Work or Interventions

Interventions may be delivered:

- Within the classroom or in another area of the school.
- By a teacher or a trained teaching assistant (TA).
- By outside agencies e.g. Speech and Language Therapy, Occupational Therapy or the Sensory Inclusion Team (for students with hearing or visual impairments).
- By Local Authority services such as the educational psychology service.
- By an outreach worker e.g. Autism Outreach.

Referrals to External Agencies

What could happen?

- You may be asked to give your permission for the school to refer your child to a specialist professional. This will help us all to understand your child's particular needs better and to be able to support these more effectively in school and at home.
- The specialist professional will work with your child to assess their needs and will make recommendations as to the ways in which your child should be best supported.

Specified Individual Support

This type of support is available for children whose learning needs are severe, complex and maybe lifelong. This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual support or small-group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through high quality class teaching and smaller intervention groups.

How will the school let me know if they have any concerns about my child's progress in school?

If your child is identified as not making expected progress, the school will set up a meeting to discuss this with you and your child in more detail at the earliest opportunity.

We will:

- Share assessment data and observations with you and listen to any concerns you may have.
- Plan any additional support your child or family may need.
- Discuss with you any referrals felt necessary and any advice given to support your child both at home and in school

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

The school budget, received from Wolverhampton LA, includes money for supporting children with SEND. The Governors, Head teacher and SENDCo decide on the deployment of resources for Special Educational Needs and Disabilities on the basis of the level of need across the school.

The Headteacher and the SENDCo discuss all the information they have about SEND in the school including; the children getting extra support already, the children needing extra support and the children who have been identified as not making as much progress as would be expected. From this information, they will decide which resources, training and support are required to best support all of children.

The school identifies specific targets for groups for children and the interventions taking place to meet these, on class provision maps. These identify all of the extra support given to the pupils within each class and are reviewed at least termly. Changes are made as needed, so that the needs of children are met, and resources are deployed as effectively as possible. The Head teacher and SENDCo monitor and review the effectiveness of all interventions that take place across the school ensuring that the correct provision is being given to individual children with SEND and that value for money is being achieved.

Which other services provide support for children with SEND in our school?

- Specialist SEN Teacher - provides assessments, advice and specialised teaching support.
- Educational Psychologist - provides assessments and advice for meeting the needs of children with special educational needs.

Local Authority provision delivered in our school:

- Sensory Inclusion Service for children with visual or hearing needs.
- Special Needs Early Years Support Service
- The Wolverhampton Information, Advice and Support Service; offers impartial support and advice for parents of children with SEND.
- Wolverhampton Special Schools Outreach.
- Social Workers for LAC (looked after children) who have special educational needs as well.
- Wolverhampton Outreach through Broadmeadow Special School

NHS Provision delivered in our school:

- Health visitor – height and weight assessments.
- Optical Nurse - eye screening.
- SALT (Speech and Language Therapy).
- School Nurse.
- Occupational Therapy.
- Physiotherapy.

How does the school support teachers in teaching children with SEND?

The Head teacher and SENDCo are responsible for ensuring that all staff are able to plan and deliver teaching that is appropriate for the needs of children with SEND. The SENDCo and Headteacher are working towards the National Award for SENDCo qualification and continue to attend local training events and network meetings to ensure that up-to-date and important information is disseminated to all school staff regarding children with SEND.

The school provides training and support to enable all staff to improve the teaching and learning of all children, including those with SEND. This includes whole school training on SEND issues, such as autistic spectrum disorders or dyslexia. Individual members of staff have attended training courses run by outside agencies that are relevant to the needs of specific children in their class and a number of staff members have been supported by the outreach teams from Pennfields, Penn Hall and Broadmeadow schools in Wolverhampton. The school also works closely with teachers from the Special Needs Early Years Team.

How will teaching be adapted for my child with SEND?

All class teachers plan lessons according to the specific needs of all of the children in their class. This means that although the class may be working towards the same objective, tasks will be adapted to suit the ability levels of all ensuring that your child's needs are met.

Some of the ways in which teaching may be adapted are:

- Specific resources, strategies or interventions will be used to support your child individually or as part of a small group both inside and outside of the classroom e.g., concepts and vocabulary may be pre-taught before lessons or specific equipment recommended by occupational therapy provided.
- Planning and teaching will be adapted, along with tasks differentiated appropriately, to meet your child's learning needs and to enable them to access all areas of the curriculum.
- Where appropriate, adaptations will be made to the classroom learning environment so that your child's needs are best supported inside the classroom e.g., individual work stations or calming areas.
- Specialist teachers, trained teaching assistants or the SENDCo may deliver specific interventions such as precision teaching, Cool Kids, sensory pathways or nurture sessions.

How will we measure your child's progress in school?

We have a robust system in school to monitor, assess and review the progress of all of our children.

The school follows the graduated response of assess-plan-do-review outlined in the SEND Code of Practice (2014). You and your child will be involved in both the setting and reviewing of their individualised targets on a termly basis.

Your child's progress will be monitored continually by their class teacher. The class teacher will also track the progress being made by those having specific interventions through discussions with the teaching assistants and specialist teachers providing the extra support to your child.

All children with SEND have their targets assessed and reviewed on at least a termly basis, this process will then form the basis of future planning and target setting for your child. This information is also shared with the Senior Leadership Team in pupil progress meetings.

At the end of each Year 6, all children are required to be formally assessed using Standard Assessment Tests (SATs) if they are able to access these. Where children are not able to access these tests, robust teacher assessment takes place.

Children with an EHC Plan are formally reviewed at an Annual Review with all of the adults involved with the child's education giving their input and feedback on the child's progress.

The SENDCo tracks the progress of all children on the Special Educational Needs and Disabilities register in school and oversees the target setting and reviewing of targets on all IEPs.

Regular book scrutinies and lesson observations are carried out by the SENDCo and other members of the Senior Leadership Team, to ensure that the needs of all children are met and that the quality of teaching and learning is high.

What support do we have for you as a parent and your family?

We have an 'open door policy' at our school and you are welcome to come and speak to your child's class teacher, teaching assistant, the school SENDCo or the Head teacher at a mutually convenient time. We will always listen and do our best to support your child and family.

We can ensure that:

- School staff are available to discuss your child's progress or any concerns you may have and to share information about what is working well at school and strategies you may like to try at home. Please let us know if you have successful strategies at home that may be useful in school.
- The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the professional involved directly, or where this is not possible, in a report.
- Targets and SEND support plans will be reviewed with you and your child every term.
- A home-school book may be used to support communication with you when this has been agreed to be useful for you and your child.
- TAC (Team Around the Child) meetings can be put in place to ensure that all professionals involved with you and your child can come together to discuss your child's needs and create an action plan or set joint targets.
- All families have information about and access to support from outside agencies and support groups. The Wolverhampton Information, Advice and Support Service can be contacted via their website at www.wolvesiass.org or by phoning them on 01902 556945.

How is our school accessible to children with SEND?

The school is on a split-level with easy access ramps and a chair lift.

We have disabled toilet facilities.

We ensure wherever possible that equipment used is accessible to all children regardless of their needs.

We believe that all children are entitled to participate in extra-curricular activities and will make reasonable adjustments to support those with SEND.

Our breakfast and after-school provision is accessible to all children, including those with SEND.

How will we support your child when joining our school, moving between classes or leaving our school?

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

- The SENDCo will visit your child's school to meet them and their class teacher.

- Your child will be able to visit our school and stay for a 'taster session' to meet their new teacher and classmates.
- If your child would be helped by a transition book to support them in understanding moving on, then one will be made for them.
- A 1-Page-Profile is also useful to help others understand your child and their needs.

If your child is moving to another school:

- We will contact the school SENDCo and ensure that they know about any special arrangements or support that needs to be made for your child. Where possible, a transition meeting will take place with the SENDCo from the new school which parents are encouraged to attend.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a transition book to support them in understanding moving on, then one will be made for them.
- A 1-Page-Profile is also useful to help others understand your child and their needs.

When moving classes in school:

- You and your child will be able to meet with their new class teacher and the SENDCo to get to know each other and discuss your child's needs.
- All children spend a session meeting their new teacher in their new classroom, further opportunities for children with SEND can easily be arranged.
- If your child would be helped by a transition book to support them in understanding moving on, then one will be made for them.
- A 1-Page-Profile is also useful to help others understand your child and their needs.

How will we support your child's social and emotional needs?

We are sensitive to the fact that some children have emotional and social needs that need to be developed and nurtured. As a school, we follow a structured PSHE (Personal, Social and Health Education) curriculum to support this development. We also employ a full time pastoral manager, who supports all children who may need this, with a range of SEMH interventions.

For those children who find aspects of this difficult we offer:

- An in-school nurture provision. This follows the Nurture Principles and is also available to children during play and lunchtimes.
- A buddy system to support children during playtimes.
- Playtime and lunchtime support through play leaders and the school behaviour lead with planned group activities.
- 'Circle of Friends' intervention group.

- Family support in the home through the Information, Advice and Support Service.
- Our after-school clubs are inclusive of all pupils whatever their need.
- Lego therapy
- Access to a sensory room

What can I do if I am unhappy with the support given to my child with SEND?

We do our best to ensure that all our children have the opportunity to flourish and achieve to the very best of their ability. Inevitably there may be times when, for whatever reason, we have simply not been able to do that.

If you feel that things are not going as well as you had expected, you can:

- Arrange to speak to your child's teacher, the SENDCo or Head teacher.
- Contact the Information, Advice and Support Service for support and advice.
- Write a letter explaining your concerns to the Chair of Governors:

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