



Special Educational Needs Information Report

Barwick and Stoford CP School is a fully inclusive village primary school. We are a small school and we strive to ensure that all children achieve their full potential and are offered inclusive high quality first teaching. We support all individual needs and help children to become independent and resilient learners.

We are a school where all teachers are teachers of SEND and we have high aspirations for all children identified as having SEND. We offer provision to support a wide range of special education and disability needs (SEND) including:

- Communication and interaction needs.
- Cognition and learning needs.
- Social, emotional and mental health difficulties.
- Sensory and / or physical needs.

Our Vision: "All our children can achieve success."

Our missions is to:

- Set and promote the highest standards of teaching, learning, progress and achievement.
- Promote equality and appreciation of diversity through an inclusive culture.
- Promote high standards of learning behaviour both in and outside of the classroom.
- Develop children's resilience, independence and creativity.
- Provide a healthy, safe and happy environment.
- Build on positive links with our families and the local wider community.

How can I find out how well my child is doing?

We have assessment and monitoring systems in place with regular pupil progress review meetings. We ensure all children are making expected or above expected levels of progress and those children who have specific needs affecting their ability to engage in learning are identified. Teachers are available at the end of the day and reports are sent home annually as we continually assess, plan, develop and review (APDR)

How do you measure my child's progress?

We measure children's progress in learning against national age-related expectations. Class teachers continually assess children's learning using the key objectives from the lesson and use this to inform planning. We track children's progress from their admission through to Year 6 using a variety of different methods including some standardised / statutory tests as appropriate.

Children who are not making expected progress are identified through the termly progress meetings. In this meeting, a discussion takes place about those pupils experiencing difficulties and what further support can be given to aid their progress.

Who will explain my child's needs and progress to me?

Class teachers / Key workers will have discussions with parents / carers and their child in consultation with the school SENDCo and additional support will be put into place to provide enhanced learning opportunities and / or targeted small group and / or individual support to help overcome any difficulties.

How will you help me to support my child's learning?

The class teacher can offer advice and practical ways that you can help your child at home. They can provide a home / school communication book if required which your child will bring home daily, so that comments from parents and teachers can be shared.

If your child has been identified as having SEND, they will have an APDR plan which will have individual targets. These will be discussed with you on a termly basis. The targets are SMART (specific, measurable, achievable, realistic) with the expectation that the child will achieve them within the reviewed time.

If your child has complex SEND they may have an Education, Healthcare Plan (EHCP) which means that a formal meeting will take place annually to review your child's progress. Recommendations from external agencies will be shared with you so that strategies can be implemented at home and in school.

Who should I contact to discuss the needs of my child?

If you have concerns about your child, please speak to their class teacher. We follow a graduated response approach where initial discussions take place in the first instance between the parents / class teacher. If there continues to be a lack of progress after additional support is put in place, the SENDCo will give further support and guidance.

The SENDCo is responsible for:

- Coordinating provision for young people with SEND.
- Tracking and monitoring the progress of young people with SEND.
- Ensuring parents are kept informed about the range and level of support offered to their child, included in reviewing their child's progress and consulted about transition to a new stage or setting.
- Liaising with a range of agencies outside of school who can offer advice and support to help students overcome any difficulties.
- Providing specialist advice and facilitating training to ensure all staff are skilled and confident in meeting a range of needs.

The Inclusion Governor is responsible for:

- Meeting regularly with the SENDCo.
- Agreeing priorities for spending within the SEND budget.

How will school support my child?

Our SENDCo oversees all support and progress of any child requiring additional help across the school. The class teacher will oversee, plan and do work with each child with SEND in their classes to ensure that progress is made in every area. The class teacher will use an APDR alongside a Provision Map to set out the support your child is receiving and evaluate the success of any interventions.

Quality first teaching underpins all educational provision. It focuses on inclusive practice and breaks down barriers to learning. For the majority of children this can be achieved by identifying specific barriers, followed by personalisation and differentiation using strategies as identified in the Somerset Graduated Response Tool. The Somerset Graduated Response Tool breaks down SEN into four broad areas of need. This targets specific support for teachers to plan and for any interventions to take place. You can learn more about the Somerset Graduated Response at: Somerset's Graduated Response Tool.

Some children are given specific targets within the APDR so that it is easy to track progress and identify the specific support / needs for them. This will include your child's strengths as well as difficulties. Where external agencies are involved, their advice and recommendations are included. In consultation with the class teacher, TAs, parents / carers and the young person, short-term targets are agreed in the key areas of learning and / or behaviour by which progress can be made.

Review meetings are held as required. Parents / carers, relevant external agencies and (where appropriate) pupils are invited to this review and their contribution is valued. Support arrangements will be planned and reviewed accordingly.

If your child continues to have significant difficulties, further external expertise may be requested. Additional funding is available for children who meet the criteria. This can be accessed using the Local Authority process (Somerset Graduated Response Tool) and where this is agreed, an EHCP may be drawn up and implemented with support from other professionals as appropriate.

Where children are assessed and not making progress, interventions are put in place. Previous interventions are also reviewed and adapted or continued as appropriate.

The school runs Forest School sessions for children with relevant needs and has a trained ELSA (Emotional Literacy Support Assistant) to meet individual needs across the school.

TESTS & EXAMINATIONS: Access Arrangements

For some pupils additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time, the use of a scribe, word processor or reader.

What opportunities will there be for me to discuss my child's progress?

We have an open-door policy to speak to teachers before or after school and you are also welcome to make an appointment at any time to meet with the class teacher, SENDCo or Headteacher to discuss how your child is making progress.

Parents will be invited to:

- Two review afternoons per year with the class teacher.
- Person-centred Annual Reviews for young people with an EHCP.
- Additional review / consultation meetings – Team Around the Child / Family as necessary to ensure the child's needs are identified and actions agreed.

Students will participate through:

- Sharing their pupil voice through APDR, EHCP and EHA (Early Help Assessment) plans.

How do teachers match the curriculum to an individual child's needs?

Teachers at Barwick and Stoford CP School are passionate about learning and delivering high quality first teaching. They are skilled at adapting teaching to meet the range of needs in each class. Differentiation is approached in a range of ways to support access and to ensure that all pupils can experience success and challenge in their learning.

What is the pastoral, medical and social support available in the school to ensure my child's overall well-being?

We have a caring, understanding ethos and are an inclusive school; we welcome and celebrate diversity and believe that high self-esteem is crucial to children's well-being. As a nurturing school, all of our vulnerable children are known to staff.

Our doors open at 08:45 with staff who greet and welcome pupils and their families each morning. Breakfast club is also available from 08:00 – 08:45.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class. Therefore, this should be your first point of contact. If further support is required the class teacher will liaise with the SENDCO and / or Headteacher for further advice and support.

How does the school manage the administration of medicine and personal care?

We have a medical policy regarding our medical procedures written in line with the SEND Code of Practice 2014. If medication has been recommended by Health Professionals and needs to be administered during school hours, parents are required to complete the relevant forms available from the School Office. If a child requires personal hygiene care, this will be managed through an Individual Care Plan.

What support is there for behaviour, avoiding exclusion and increasing attendance?

We have a positive approach to behaviour management and all staff follow the behaviour policy. The attendance of every child is monitored on a weekly basis by the Attendance Officer.

If any child is at risk of a permanent exclusion, a behaviour support plan will be implemented identifying specific issues and strategies to support the child. After any serious incident, parents will be informed and there is an expectation that the child will reflect on their behaviour with the family.

How will my child be able to contribute their view?

If a child has an APDR / EHCP / EHA, their views are discussed with their class teacher and included in any review.

What specialist services and expertise are available or accessed by the school?

The school works with a number of external agencies including but not limited to:

- Learning Support Service
- Speech and Language Therapist
- Educational Psychology Service
- Social, Emotional and Mental Health advisory teachers
- CAMHS (children and adolescents mental health service)
- Occupational Therapy Service
- Social Care
- Social Inclusion Panel

How skilled are staff in meeting the needs of my child?

Our staff have relevant training to meet the specific needs of any individual. As a team, we have the skills to nurture and support challenging behaviour as well as children identified with specific needs such as dyslexia.

Training includes but is not limited to:

- Team Teach
- ELSA
- Talk Boost
- Autistic Training
- Attachment Training
- First Aid Training

How accessible is the school environment?

Barwick and Stoford CP School is housed predominantly in a Victorian building, which presents some limitations in terms of accessibility. However, the school is committed to making reasonable adjustments to ensure that disabled pupils can access all areas of the curriculum and participate fully in school life. Where necessary, adaptations are made to the physical environment, including the use of ramps, accessible toilets, and designated learning spaces. The school will work closely with Somerset Council's Accessibility Strategy team to assess and improve access arrangements, ensuring compliance with the Equality Act 2010 and promoting an inclusive learning environment when appropriate.

How will the school prepare and support my child when joining the school or transferring to a new school?

Some children can become increasingly anxious when faced with 'moving on.' We seek to support transition by:

- Close liaison with staff when receiving or transferring children to different schools.
- **Entering Reception:**

- Regular visits and liaisons with known pre-schools.
- SENDC σ visits / meetings with children with SEND, SEP (School Entry Plan)
- **Year 6 – Year 7 Transition to Secondary School:**
 - Additional visits to secondary schools.
 - Additional SENDC σ meetings.
- **Mid-Year Transition:**
 - We encourage all new children to visit the school before starting with us and meet their new class teacher.

Admission Arrangements for Disabled Pupils – Somerset SEND Local Offer

Somerset Council is committed to ensuring that children and young people with Special Educational Needs and/or Disabilities (SEND), including those with disabilities, have equal access to education. The **Local Offer** provides clear guidance on how schools and education settings support the admission of disabled pupils:

- **Inclusive Admissions:** All schools in Somerset are expected to follow inclusive practices, ensuring that children with SEND are not disadvantaged during the admissions process. This includes reasonable adjustments to accommodate physical, sensory, and cognitive needs.
- **Education, Health and Care Plans (EHCPs):** Pupils with an EHCP have their school placement determined through a collaborative process involving the local authority, parents/carers, and the school. The chosen school must be able to meet the child's needs as outlined in the EHCP.
- **Accessibility Strategy:** Somerset's SEND Accessibility Strategy supports schools in removing barriers to learning and participation. This includes physical access to buildings, curriculum adaptations, and staff training.
- **Graduated Response:** The school follows Somerset's Graduated Response Tool to identify and meet the needs of pupils with SEND. This ensures early intervention and tailored support throughout the admissions and transition process.
- **Support and Guidance:** Families can access advice and support through Somerset's SEND services, including the Parent Carer Forum and SENDIAS (SEND Information, Advice and Support Service).

Who can I contact for further information or to discuss a concern?

The first point of contact would be your child's class teacher to share your concerns. You can also meet with the SENDC σ or Headteacher for further support.

Who should I contact if I am considering whether my child should join the school?

Contact the Headteacher to arrange a meeting and a tour of the school. If your child has SEND you can also meet with the SENC σ who will discuss how the school could meet your child's needs.

Policy Consultation

We have produced our SEND Policy in line with the requirements of the SEND Code of Practice 2014. We aim to provide an improved compliant policy with parents, families and children in our school community.

SENDCO: *Caitlin Firth*

Date: 30th October 2025

SEND Governor: *Heather Ryall*

Date: 30th October 2025