Baston CE Primary School

SEND Information Report

This Information Report will be reviewed annually by the full governing body.

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Our School Vision

“Preparing the way..."

We aspire to be an inspirational, challenging and inclusive church school at the heart of our community.

Through the love of God and shared values, we seek to provide a happy, safe and creative learning environment where everyone reaches their full potential and thrives as a global citizen.

1. Introduction

At Baston CE Primary School we are committed to providing an inclusive education that enables all pupils to achieve their full potential. We believe that every child should feel valued, respected and supported to participate fully in school life. We work closely with pupils, parents, staff and external agencies to ensure that children with Special Educational Needs and Disabilities (SEND) receive the support they need to thrive academically, socially and emotionally.

This SEND Information Report should be read alongside the school's SEND Policy, Accessibility Plan and Equality Information and Objectives, all of which are available on the school website.

2. What is a SEND Information Report

The Children and Families Act 2014 requires schools to publish information about the implementation of their SEND Policy. This SEND Information Report explains how Baston CE Primary School identifies, assesses and supports pupils with Special Educational Needs and Disabilities (SEND).

The report is intended to help parents and carers understand the support available within school, how decisions are made regarding SEND provision and how the school works in partnership with families and external agencies to meet pupils' needs.

3. What is SEND?

According to the SEN Code of Practice (2015):

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her."

A learning difficulty or disability is where a child:

• Has a significantly greater difficulty in learning than the majority of others of the same age; or

• Has a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age in mainstream schools.

Special educational provision means educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age.

SEND can fall within four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

4. What should I do if I think my child has SEND?

If you have concerns about your child's learning, development, wellbeing or progress, you should initially speak to your child's class teacher.

Class teachers are responsible for the progress and development of all pupils in their class and are usually best placed to discuss any concerns. They will be able to explain what support is currently in place and discuss any observations they have made.

Where concerns continue, a meeting may be arranged with the SENDCo to discuss your child's needs in more detail. We value the knowledge and insight parents have about their children and believe that early communication between home and school is essential in ensuring the best outcomes for pupils.

5. How does the school identify pupils with SEND?

At Baston CE Primary School, pupils are identified as potentially having SEND through a range of methods, including:

- Discussions with parents and carers.
- Information from previous schools or settings.
- Teacher observations and assessments.
- Progress and attainment data.
- Advice from external professionals.

Some pupils may require additional support for a period of time without being identified as having SEND. Where a child continues to experience significant difficulties despite appropriate support and intervention, the school may decide that SEND Support is required.

Parents will always be informed and involved in discussions regarding identification and support arrangements.

6. Does receiving additional support mean my child has SEND?

No. Some pupils may receive additional support or intervention for a short period of time without being identified as having Special Educational Needs and Disabilities (SEND).

Children may require extra support for a variety of reasons, including gaps in learning, changes in circumstances, attendance issues, emotional wellbeing needs, English as an Additional Language (EAL), or to help them catch up following periods of absence.

The impact of any intervention or support will be monitored carefully. Where a pupil continues to experience significant difficulties despite appropriate support, the school may consider whether SEND Support is required and will discuss this with parents.

Being placed on the SEND Register is not determined by the amount of support a child receives, but by whether they have a learning difficulty or disability that requires special educational provision that is additional to or different from that provided for most pupils of the same age.

7. How will the school support my child?

All teachers are responsible and accountable for the progress and development of every pupil in their class, including those with SEND.

The support provided will depend upon a child's individual needs and may include adaptations to classroom teaching, additional resources, targeted interventions, adult support, specialist advice or a combination of approaches.

At Baston CE Primary School we understand that high-quality teaching is the first step in responding to pupils who may have SEND. Where additional support is required, this will be carefully planned and monitored to ensure that it has a positive impact on the child's learning and wellbeing.

8. The Graduated Approach: Assess, Plan, Do, Review

The school follows the graduated approach outlined in the SEND Code of Practice (2015). This process ensures that support is carefully matched to a child's needs and reviewed regularly.

Assess

Information is gathered from a variety of sources, including:

- Teacher assessments and observations.
- Progress and attainment data.
- Discussions with parents and carers.
- Pupil views.
- Information from previous settings.
- Advice from external professionals where appropriate.

Plan

Where additional support is required, outcomes and strategies will be agreed between school, parents and, where appropriate, the pupil. Provision will be planned to meet identified needs.

Do

The agreed support is implemented. The class teacher remains responsible for the child's learning, even where interventions or additional adult support are delivered by other staff.

Review

The effectiveness of the support is reviewed regularly. Decisions are then made about whether provision should continue, be amended or be reduced depending upon the child's progress and needs.

9. Provision Maps, IEPs and One-Page Profiles

Where appropriate, support may be recorded through:

Provision Maps

Provision Maps identify the support and interventions that are being provided for a pupil and help the school monitor the impact of provision over time.

Individual Education Plans (IEPs)

Some pupils may have an Individual Education Plan which identifies specific targets and strategies to support their learning and development. Targets are reviewed regularly and updated as pupils make progress.

One-Page Profiles

One-Page Profiles provide a summary of a child's strengths, interests, aspirations and support needs. They help staff understand what is important to the child and how best to support them both academically and emotionally.

These documents help ensure consistency of support across the school and enable staff, pupils and parents to work together effectively.

10.How will progress be monitored?

The progress of all pupils is monitored throughout the academic year through ongoing assessment, pupil progress meetings and discussions between staff.

For pupils receiving SEND Support, progress will be reviewed against agreed outcomes and targets. Consideration will be given to academic achievement, independence, communication skills, emotional wellbeing and wider participation in school life.

Where a pupil is not making expected progress, the school may adjust provision, seek further advice or consider additional assessments to better understand the child's needs.

11.How often will parents be informed?

We believe that positive relationships between home and school are essential in supporting pupils with SEND.

Parents are kept informed through:

- Parents' evenings.
- Annual Review meetings for pupils in receipt of an EHCP.
- Informal discussions with staff.
- Telephone calls or emails where appropriate.

Provision Maps, IEPs and One Page Profiles are reviewed termly and shared with parents at least three times each academic year.

12.How are pupils involved in decisions about their support?

Pupil voice is an important part of our SEND provision.

Where appropriate, children are encouraged to contribute to discussions about their learning, strengths, interests and aspirations. Their views may be gathered through conversations with staff, review meetings, pupil questionnaires or contributions to their One Page Profile.

We recognise that children are often able to provide valuable insight into the support that helps them to learn successfully and feel included within school.

13.How will the school help my child to access the curriculum?

At Baston CE Primary School we are committed to ensuring that all pupils are able to access a broad, balanced and ambitious curriculum.

Every child is unique and support is tailored to meet individual needs. Adjustments may be made to teaching approaches, learning activities, resources, the classroom environment or the level of adult support provided.

The aim of all provision is to enable pupils to participate fully in school life, develop independence and make progress from their individual starting points.

14.What teaching approaches may be used?

Teachers use a range of adaptive teaching strategies to support pupils with SEND. These may include:

- Breaking learning into smaller, manageable steps.
- Providing visual prompts and instructions.
- Using practical and multi-sensory learning opportunities.
- Pre-teaching key vocabulary and concepts.

• Providing additional processing time.
• Chunking tasks and reducing cognitive load.
• Using visual timetables and Now and Next boards.
• Providing opportunities for repetition and overlearning.
• Offering alternative ways for pupils to record their work.
• Adjusting the pace or presentation of learning activities.

The class teacher, supported by the SENDCo where appropriate, will determine which strategies are most effective for each child.

15.What reasonable adjustments may be made?

Where a pupil has SEND or a disability, reasonable adjustments may be made to remove barriers to learning and participation.

Examples may include:

• Adaptations to classroom organisation.
• Alternative seating arrangements.
• Movement or sensory breaks.
• Adjustments to resources or equipment.
• Additional adult support where appropriate.
• Support during unstructured times such as playtimes and lunchtimes.
• Adaptations to educational visits and extracurricular activities.
• Personalised transition arrangements.

Reasonable adjustments are considered on an individual basis and are reviewed regularly.

16.What resources and equipment are available?

The school has access to a range of resources and equipment to support pupils with SEND. These may include:

• Visual timetables and communication supports.
• Now and Next boards.
• One Page Profiles.
• Social stories and comic strip conversations.
• Coloured overlays.
• Pencil grips and specialist writing equipment.
• Writing slopes.
• Seating cushions and alternative seating options.
• Ear defenders and noise-reduction equipment.
• Timers and visual countdowns.
• Calm tents and designated regulation spaces.
• Sensory resources.
• Physiotherapy equipment where required.
• Adapted furniture where appropriate.

The resources used will depend on the individual needs of the pupil and any advice received from external professionals.

17.How are school staff trained to support pupils with SEND?

The SENDCo regularly identifies training needs and works with school leaders to ensure staff receive appropriate professional development.

Training may include:

- Autism awareness.
- ADHD and attention difficulties.
- Speech, language and communication needs.
- Dyslexia and literacy difficulties.
- Sensory processing differences.
- Social, emotional and mental health needs.
- Attachment and trauma-informed approaches.
- Medical needs and intimate care.
- Behaviour support and de-escalation strategies.
- Safeguarding and inclusion.

In addition to formal training, staff may receive advice and guidance from external professionals working with individual pupils.

18.How does the school work with outside agencies?

The school works closely with a range of external agencies where additional specialist advice or support is required.

Depending upon a child's needs, this may include:

- Educational Psychology.
- BOSS (Behaviour Outreach Support Service).
- Working Together Team.
- Community Paediatrics.
- Speech and Language Therapy.
- Occupational Therapy.
- School Nursing Services.
- Early Help.
- Children's Services.
- Specialist teaching services and advisory teams where available.

External professionals may observe pupils in school, assess needs, provide recommendations, support staff training or contribute to planning and reviewing provision.

Parents will normally be informed when outside agency involvement is being considered and will be involved in discussions regarding recommendations and next steps.

19. How will the school support pupils with medical needs?

The school recognises that some pupils have medical conditions that impact upon their learning, attendance or participation in school life.

Where required, Individual Healthcare Plans will be developed in partnership with parents and relevant healthcare professionals. Staff will receive appropriate information and training to ensure that pupils can access education safely and effectively.

The school will work closely with families to ensure that medical needs are understood and appropriately supported.

20. How will my child be included in activities outside the classroom, including school trips?

At Baston CE Primary School we believe that all pupils should have the opportunity to participate fully in school life.

We are committed to ensuring that pupils with SEND are included in educational visits, sporting events, residential experiences, clubs, performances and other enrichment activities wherever possible.

Risk assessments are completed for educational visits, and individual needs are carefully considered during planning. Where appropriate, adjustments may be made to ensure pupils can participate safely and successfully.

These adjustments may include:

- Additional adult support.
- Adapted activities.
- Alternative arrangements for transport.
- Additional preparation and familiarisation opportunities.
- Visual supports and social stories.
- Individual risk assessments where required.

The school works closely with parents to ensure that appropriate arrangements are in place.

21. How will the school support transition?

Transition can be an important time for all children, particularly those with SEND.

The school works closely with pupils, families and receiving staff to ensure that transitions are carefully planned and supported.

This may include:

• Additional visits to new classrooms.
• Transition booklets and photographs.
• Meetings with parents and carers.
• Sharing information with receiving staff.
• Opportunities to meet key adults.
• Enhanced transition arrangements between year groups.
• Liaison with secondary schools and other educational settings.

For pupils with more complex needs, personalised transition plans may be developed to ensure a smooth and successful transition.

22.How accessible is the school environment?

Baston CE Primary School is committed to providing an accessible environment for all pupils, staff and visitors.

The school is situated on a single site and accessibility is regularly reviewed through the school's Accessibility Plan.

The school has:

• A disabled toilet facility.
• Accessible routes around the school site.
• Adaptations and equipment to support individual needs where appropriate.
• Procedures to support pupils with medical needs and disabilities.

Further information can be found within the school's Accessibility Plan, available on the school website.

23.How can my family and I access support?

We recognise that supporting a child with SEND can sometimes be challenging for families and that support may be required beyond the educational provision offered by school.

Where appropriate, the school may signpost families to additional services and support networks, including:

• Early Help services.
• Children's Services.
• Health professionals.
• Community support services.
• SEND support organisations.

Parents may also find the following organisations helpful:

Lincolnshire Parent Carer Forum

The Lincolnshire Parent Carer Forum provides information, advice and opportunities for parents and carers of children and young people with SEND.

Website: www.lincspcf.org.uk

LIAISE (Lincolnshire Information, Advice and Support Service)

LIAISE offers impartial information, advice and support to children, young people and parents regarding SEND matters.

Website: www.lincolnshire.gov.uk/liaise

IPSEA (Independent Provider of Special Education Advice)

IPSEA provides free and independent legal information and support relating to SEND.

Website: www.ipsea.org.uk

24.What if I have concerns or wish to make a complaint?

We aim to work positively and collaboratively with parents and carers and encourage any concerns to be raised as early as possible.

In the first instance, concerns should be discussed with your child's class teacher. If concerns remain, parents should contact the SENDCo or Headteacher.

Should a concern not be resolved, parents may follow the school's Complaints Procedure, which is available on the school website.

25.How can parents support their child at home?

Parents play a vital role in supporting their child's learning and development.

We encourage parents to:

- Read regularly with their child.
- Encourage independence and organisation.
- Support learning activities sent home.
- Maintain regular communication with school.
- Attend review meetings and parents' evenings.
- Share any concerns or significant changes that may affect their child.
- Celebrate successes and achievements.

School staff are always happy to discuss strategies that may support learning and wellbeing at home.

26.What is the Local Authority's Local Offer?

Every Local Authority is required to publish information about the services available to children and young people with SEND and their families.

The Lincolnshire Local Offer provides information about education, health, social care, leisure activities, support groups and other services available across the county.

The Lincolnshire Local Offer can be accessed at:

https://lincolnshire.fsd.org.uk

27.Who can I contact for further information?

If you would like further information about SEND provision at Baston CE Primary School, please contact:

SENDCo: Mrs Marie Webb

Telephone: 01778 560430

Email: enquiries@baston.lincs.sch.uk

Website: www.baston-school.co.uk

Parents are encouraged to contact the school if they have any questions regarding SEND provision or if they wish to discuss their child's needs.

This report will be reviewed annually and updated in response to changes in legislation, guidance and school practice.