



**Review:** At least termly, support for SEND pupils is reviewed as part of our whole-school provision including TAs, Teachers, SLT and SENDCO. APDR's are reviewed termly with SENDCOs to ensure strategies are impacting on pupil outcomes.

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

## Special educational needs

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Children and young people's SEND are generally thought of in the following four broad areas of need and support:

### 1. Communication and interaction

Music Interaction

WELLCOMM

1:1 Speech and Language programmes – delivered by TAs under professional/SENDCO advice

ELKLAN

Stay and Play/Wellbeing (EYFS)

Use of Communicate in Print/Visual/Timetables

### 2. Cognition and learning

IDL (Indirect Dyslexia Learning)

ALK (Active Literacy Kit)

Same Day Interventions – in class

### 3. Social, emotional and mental health

Whole School Attachment Disorder Training – Autumn 2017

Outside agencies – CAMHS, EP, Family Support Workers, Social Care, Filial Therapy

Social Groups

### 4. Sensory and/or physical needs

Professional advice from outside agencies – Occupational Therapy, EP, BESST

Flexible provision for higher needs pupils including access to EYFS

(Reference: SEND policy: Autumn 2017)

As of 06.03.18, we have 22 pupils receiving some form of SEND Support.

We have internal processes for monitoring the quality of provision and assessment of need. At least termly, interventions are asked to measure impact on pupils relating to outcomes. Some interventions have built-in processes for this – able to re-assess children using the intervention to measure impact.

## SEND provision

Our approach to identification and assessment of special educational needs is set out in our SEN Policy [<http://tankersleypeters.org.uk/wp-content/uploads/2015/10/2017-SEND-POLICY.pdf>]. We have set out below summary information on the school's approach to SEND which covers the following areas.

- Teaching pupils with SEND.
- Adapting the curriculum and learning environment for pupils with SEND.

- How additional support, equipment and facilities are made available for pupils with SEND.
- Assessing and reviewing the progress of pupils with SEND.
- Promoting inclusion between all pupils regardless of whether they have SEND.
- Supporting the social, emotional and mental development of SEND pupils.
- Evaluating the effectiveness of our SEND provision.

Where the school needs additional support or expertise to meet the needs of a pupil with SEND, it may be necessary to call upon support from external agencies (e.g. educational psychologists, speech and language therapists, other local authority services, occupational therapists etc.) Our approach in such situations is to discuss these referrals with parents and ensure agreement before the referral is made.

### **Consulting with children, young people and their parents**

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Involving parents and learners in the dialogue is central to our approach, and we do this through:

<b>Action/event</b>	<b>Who's involved</b>	<b>Frequency</b>
Online Safety Event	Adam McNerlin, HT	Feb 2018 (annual)
IDL Parent Workshop	SENDCO & TAs	March 2018 (annual)
ALK Parent Workshop	SENDCO & TAs	March 2018 (annual)
Phonics Workshop	EYFS/KS1	Annually
Playdough Disco Parent Workshop	EYFS	Annually
Termly APDR meetings with parents	Class Teacher/SENDCO	End of each term
One Page Profiles	All SEND pupils/Class Teacher/SENDCO	Termly

There are external support services available for parents of children with SEND.

The contact details for these services are set out below: <https://www.barnsley.gov.uk/services/children-families-and-education/family-service-directory-fsd/our-local-offer-sen-and-disability-send/>

### **Staff contacts and development**

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The SEND provision within our school is co-ordinated by the SENDCO. Our SENDCO is Mrs Miriam Cocker who can be contacted at the school by 01226 742 357. To discuss any Safeguarding concerns please contact Mrs Jayne Procter Blaine (HT) or Mrs Cocker or Mrs Hartley or Miss L Johnstone (DHT).

This year, we have put in additional training into our Assess, Plan, Do Review for SEND pupils and Attachment Disorder.

### **Staff deployment**

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Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

Support staff are deployed to classes on a basis of pupil need. Children who have EHCP's will receive additional TA support in class to ensure outcomes and provision is in place.

EHCPs are maintained and applied for in line with local authority advice. Children with high and complex needs are supported through this process and are in receipt of High Needs Funding (Range Funding). EHCP are reviewed annually to ensure provision and needs accurately reflect the pupil presentation in school. Parental and pupil contributions are imperative to this process of review, application and continuing EHCPs. We work collaboratively with outside agencies and parents to ensure the best possible outcomes for pupils who require or have EHCPs.

## Finance

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Our notional SEND Budget for 2017-2018 was £13, 354 and the expenditure breakdown of that income is as follows:

- Support staff (additional to quality first provision) = £62, 378
- Commissioned external services = £2,585
- Training = £567

Our SEND Budget shows our commitment to inclusion and provision for all pupils.

## School partnerships and transitions

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The School works with a number of external partners including: Filial Therapists, EP, BESST, SLCN. Extending our school approach, we commission using an outcomes-based approach. This enables us to hold our partners and ourselves to account.

We believe this has benefited our children/young people and their families in the following ways:

- \* Parents are informed on all processes relating to their children.
- \* Pupils' feel valued and part of our whole school community
- \* Pupil outcomes and progress is good

The school also works closely with the Family of Schools SENDCOs to look at strategic provision and sharing good expertise within SEND.

The school works closely with the local authority which retains a strategic role across its area to support SEND provision. Details of that support are set out in the local authority's local offer which can be found at: <https://www.barnsley.gov.uk/services/children-families-and-education/family-service-directory-fsd/our-local-offer-sen-and-disability-send/>

## Complaints

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Our complaints procedure is <http://tankersleystpeters.org.uk/wp-content/uploads/2015/10/2016-COMPLAINTS-POLICY.pdf> . Please note that appeals and complaints about decisions taken by the local authority should be made to that body. The school's complaints procedure cannot be accessed to resolve such complaints.

## Challenges this year

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Challenges for our school have included:

- \* increasing numbers of high needs SEND pupils

We intend to address this through:

- \* Seeking external support and advice
- \* Enhancing our current SEND provision and sharing good practice from within and from our family of schools
- \* Securing EHCP's for our most complex SEND pupils to ensure outcomes/provision is appropriate
- \* Working collaboratively with parents to ensure positive outcomes for pupils

## Further development

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Our strategic plans for developing and enhancing SEND provision in our school next year include:

- \* Exploring funding to create a sensory garden within the school
- \* Further developing our SEMH provision with our Social Groups
- \* Looking at strengthening links between our Family Support Worker and SENDCO.

**Relevant school policies underpinning this SEND information report include:**

SEND Policy  
Teaching and Learning Policy  
Accessibility Policy  
Equality Policy

**Relevant legislation and guidance taken into account include:**

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005
- SEND Code of Practice 2015

**Date presented to/approved by governing body: SUMMER 2018**

**Date of next review (at least annually): AUTUMN 2018**