



**Tankersley St Peter's C.E. (A) Primary**  
**Westwood New Road, Tankersley**  
**Barnsley, South Yorkshire**  
**S75 3DA**

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[www.tankersleystpeters.org.uk](http://www.tankersleystpeters.org.uk)

*"A love of learning developed in a Christian environment"*  
*Diocese of Sheffield | Barnsley MBC*

## **SEND Information Report 2021-2022**

Tankersley St Peter's CE Primary School will do its best to ensure that the necessary provision is made for any child who has special educational needs or disabilities. We will ensure that all staff in the school are able to identify and provide for those children who have special educational needs or disabilities, ensuring equity, full participation and belonging in all school activities.

The staff and governors of the school will work to ensure that all SEND children reach their full potential, are fully included within the school community and are able to make successful transitions between educational establishments.

We adhere to the SEND Code of practice 2015 for assessing and supporting SEN pupils.

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The SENCO is Melanie Hartley and can be contacted on 01226 742357 [m.hartley@tankersleyp.org.uk](mailto:m.hartley@tankersleyp.org.uk)

To discuss any safeguarding concerns please contact Mrs Jayne Proctor-Blain (Headteacher and safeguarding lead), Miss Johnston (Deputy Head Teacher and Deputy safeguarding lead) or Mrs Hartley (SENCO and Deputy Safeguarding lead).

The SEND Governor is Jessica Durrans

Local Offer Contribution: <http://tankersleystpeters.org.uk/send/>

There are external support services available for parents of children with SEND. The contact details are:

<https://www.barnsley.gov.uk/services/children-families-and-education/family-service-directory-fsd/our-local-offer-sen-and-disability-send/>

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### **1. What kinds of special needs are catered for at Tankersley St Peter's CE Primary School?**

The school supports learners with a wide range of SEN needs and disabilities, which include Cognition and Learning, Speech, Language and Communication, Specific Learning difficulties such as Dyslexia and Dyspraxia, Social, Communication and Interaction challenges, including Autism, Social, Emotional and Mental Health difficulties, Hearing Impairment, Visual Impairment, Physical Disability and a wide range of medical needs. There are many needs that we are able to cater for and we would welcome you to contact us if you require further information.

### **2. How are special needs identified?**

Our aim is to identify special needs as early as possible when children enter school and our Early Years Team are skilled in identifying children who have difficulties with their learning or speech and social communication. Early intervention is the key in achieving successful outcomes for children and their families. The school follows the SEND Code of Practice 2015: 0 to 25 years graduated approach with

regard to the Identification, Assessment and Review of children with Special Educational Needs. This is a whole school approach.



Initially, children's needs are identified by the class teacher / Key Stage Co-ordinator, or in conjunction with parents and pre-school settings. The SENCO is involved in these discussions and partnership with parents is highly valued in order to ensure the best outcomes are achieved for the child. The child will then be monitored both informally and through termly Pupil Progress Meetings. An Entry to Send document is agreed upon with parents and a unique School Focused Plan (SFP) is set up for the child, which details the strengths and challenges that the pupil may have. It also details the targets and provision that are in place. The SFP considers barriers to learning and the actions that will be taken to address them. This could include extra support in class, additional resource use and / or adaptations to the teaching or environment. Short term interventions are used to close the gap in attainment by accelerating a child's progress.

### **3. What are the school's partnerships with external services?**

The school works very closely with a wide range of services such as the Early Years Inclusion Service, the Educational Psychology Service, Speech and Language Therapy Service, the Social Communication and Interaction team plus the School Nurse, Family Support Workers and Health Visitors. School also works with CAMHS (Children and Adolescent Mental Health Service) and the Social Care team. These services then fully assess pupils following a referral, after parental consent has been gained. Extending our school approach, we commission work using an outcomes-based approach. This enables us to hold our partners and ourselves to account. We believe that this has benefited our children/young people and their families in the following ways:

- Parents work in co-production with school and are kept up to date with developments and practice
- Pupils feel valued and are very much part of the school community
- Pupil outcomes and progress are strong

Other links to support SEND in school include Bev Bradley who is part of the Local Authority SEND Team and our SENCO attends locality network meetings with other SENCO's ( as well as with Bev Bradley). Our SENCO also attends courses provided externally.

### **4. How are parents involved?**

Communication with parents happens in a variety of ways such as face to face conversations, in school or remote meetings, letters, e mails, and phone calls. We have a SEND section on the school website with our SEND Mission Statement, along with other information for parents. This includes the school Local Offer, the SEND Policy plus a range of other related policies. It also signposts parents to further advice and support agencies. As well as this, when required, we lead Early Help Assessments with regular Team Around the Family (TAF) meetings, to support with family and/or SEN challenges. A unique action plan is created along with targets, which are reviewed regularly. Again, the appropriate services are involved.

For children on the SEND Register, regular termly reviews with the Class teacher, SENCO and appropriate outside professionals are carried out. These occur 3 times a year to discuss children's individual needs,

outcome targets and the provision in place. Parents are invited to attend these reviews, by attending meetings in school or remotely. Copies of reviewed and updated paperwork are sent home to parents. Children with high needs may have an Education, Health and Care Plan which are applied for with parental partnership. These are reviewed annually in addition to the termly sfp reviews.

As well as the above systems in place, school staff are continually reviewing a child's SFP targets and progress, in order to swiftly move the child's learning on and to maximise their progress.

All children have the opportunity to speak to teachers and teaching assistants on a daily basis. They also have opportunities to carry out a range of school jobs. The children can also access nurture/Inclusion staff and wellbeing groups where they can talk about any difficulties or worries. We also seek the views and opinions of children via the School Core Council. Children's views are sought regularly and prior to each SEND Review. A One Page Profile Document is also part of the child's SFP and it records likes, interests and ways that others can support them.

### **5. What are the arrangements for assessing and reviewing progress and what opportunities are there for working with parents and children?**

The school follows the SEND Code of Practice 2015: 0 to 25 years graduated approach with regard to the Identification, Assessment and Review of children with Special Educational Needs. The four key actions are:

**Assess:** A range of assessment strategies are used in school including the national baseline and other Foundation Stage Assessments, Teacher assessments, SATS results, Y1 phonics test scores. Tracking systems used to input assessments include O Track and B Squared (V5 Connecting Steps). The V5 Connecting Steps is used to provide some of our children with extra small next steps in the main curriculum areas. These can be used to inform the child's SFP smart targets and provide detailed progress information. Children who are not making expected progress are discussed at Pupil Progress Meetings and an action plan is created to help close attainment gaps, by accelerating progress. The Class Teacher, Key Stage Co-ordinator and SENCO analyse a child's needs and any barriers to learning. This is in partnership with the child's parents. Sometimes, an assessment by an outside professional, such as the Speech and Language Therapist, may be carried out.

**Plan:** Where a SEND need is identified, an outcome-focused plan is developed, making sure that the child and their holistic needs are at the centre. The Class Teacher will discuss with parents that their child requires additional support and provision.

**Do:** The agreed plan developed in response to the assessment process is implemented. The Class Teacher works closely with the Key Stage Co-ordinator and SENCO to plan and assess interventions put in place.

**Review:** Regular reviews take place to discuss outcomes for each child. Progress against outcomes is evaluated to determine the effectiveness of the support provided. The review will question what is working well, what the barriers to learning are and what needs to change. Impact will be evaluated along with next steps.

Parents and children are asked to contribute throughout the above stages. We are proactive in seeking out their opinions and views, so that provision and outcomes are child and family-centred.

Children's progress is also reviewed at Pupil Progress Meetings which take place at the end of each term. These meetings are attended by the Headteacher and Class teacher. Required support and interventions are identified and agreed for pupils making less than expected progress. Targets are reviewed and new ones are set and any necessary actions such as outside agency referrals are identified; this is all done in partnership with parents. The SENCO also creates a termly SEND report for Governors.

Parents are also involved with their children's learning in many ways, such as attending RWInc, Maths Mastery, Maker Space and playdough disco workshops.

## **6. What are the arrangements for supporting transition?**

Robust transition arrangements are in place for any points of transition.

### **Year 6-Year 7**

A transition co-production discussion group is now held every Autumn and Year 6 parents with pupils on the SEN register are invited into school with the SENCO to talk about their feelings, ideas and opinions in relation to their child's transition to Year 7. The children will also complete a high school transition booklet.

Responsibility for the high school transition for children on the SEND register lies with the SENCO.

Professionals from High schools visit the children in their current school and wherever possible the SENCO will try to arrange and attend visits to different feeder high schools along with children and their families. Additional transition visits can also be arranged. The SENCO will also contact High school SENCOs to share information and all SEND files are securely passed on via CPOMS to the different feeder schools, prior to the children starting.

### **FS2**

Melanie Hartley (Reception class teacher, Early Years Co-ordinator and SENCO) does home visits to children and families who are new to our Early Years setting and also visits the children in their current Nursery settings. A discussion is held with the child's keyworker regarding interests, strengths, progress and attainment, as well as any areas needing specific strategies and /or provision. Transition days are organised in school for children to visit Foundation Stage prior to starting in September. Parents are also invited into school to attend a parent information session, prior to their child's in school transition visits.

### **Transition between year groups**

Photographic newsletters/social stories are created for pupils on the SEN register towards the end of the school year. These allow the children to share their new class photographs and information with family and friends at home over the summer holidays.

### **Moving to Tankersley St Peter's CE Primary school from a different school**

When a child moves to our school, from a different primary school, an initial meeting is held with parents, the child and any other linked professionals prior to the start date. On the day the child starts school, they will be greeted by the Class teacher and TA who will arrange a 'buddy' to support settling in. Regular check ins will be made with the child to ensure that they feel happy and welcomed, to maximise their participation and belonging.

If children allocated a place at Tankersley St Peter's CE Primary school are already on their previous school's SEND Register, the SENCO will make contact with the SENCO or Class Teacher at the previous setting to gather information about the child. All relevant paperwork is passed on from the previous school to the SENCO. As soon a child with an identified SEND starts at school, a file is created for them and relevant information is shared with the class teacher.

## **7. What is the approach to teaching children with SEND, and how are adaptations made to the curriculum and learning environment?**

The SENCO, Headteacher and Senior Leaders are responsible for overseeing the provision and interventions for SEND learners.

Class teachers are responsible for Quality First Teaching and planning lessons which cater for all learners in their class. Children have access to a differentiated, broad and balanced curriculum with a focus on their needs and on removing barriers to learning. This is supported by Teaching Assistants and education keyworkers who support children with EHCP's.

The school also supports children by providing specialist equipment, such as ear defenders, writing aids,

visual resources including word mats, widget picture/symbol/print visual timetables, individual work-stations, emotions fans and sensory boxes for example. Teachers are also aware of different teaching styles that may be employed and can use a variety of approaches, such as multi-sensory learning and movement breaks. It is at the school's discretion to adapt or change the routine for SEND learners, in partnership with parents.

## **8. What is the expertise of staff and what training have they had?**

At Tankersley St Peter's CE Primary school, we feel it is important to source and find the best possible training available for all staff. Training is ongoing in order to maintain and update skills and keep abreast with new initiatives. The SENCO is currently undertaking the Post Graduate Qualification for Special Educational Needs Co-ordination and looking to increase SEND expertise capacity in both Key Stage 1, Key Stage 2 through developing a staff SEND team.

We have staff trained and able to deliver support for speech and language interventions, nurture/well-being and mental health based activities, gross and fine motor activities, social, communication and interaction needs, dyslexia, social and communication skills, precision teaching and support for other medical needs. If a specific need arises that we may have not supported before, we will work with other services to source appropriate training.

Currently, we have staff delivering a wide range of interventions including:

**Speech and language interventions** – The programmes are recommended by the Speech and Language Service following assessment and include support to develop expressive and receptive language, also including strategies to support stammers.

**Wellcomm and Elklan**-early language interventions.

**Music Interaction**-A small group intervention to encourage engagement, active listening and taking turns.

**Time to Talk**-A small group intervention to encourage understanding, extended talk and sentence extension.

**Kagan structures and Talking Partners** to encourage social skills and turn taking.

**Precision teaching**-To help children with their sight vocabulary knowledge, to apply to both reading and writing.

**Launchpad for Literacy**- an approach to identify gaps in any strand of literacy learning and address next steps in EYFS onwards.

**IDL**-Indirect Dyslexia learning on the computer (home and school), to aid literacy learning.

**Project X**- 1:1 reading fluency and comprehension skills support.

**RWInc catch up**-1:1 recapping of recognising letters and special friends.

**Fresh Start/RWInc**-upper Key Stage 2 1:1 reading catch up.

**Same day interventions**-pre and post teaching.

**The Big A**- 5 session programme-to aid a child in KS 2 with understanding and developing strategies relating to their autism.

**Gross and Fine motor skills** – including the delivery of an individual packages set by a Physiotherapists and Occupational Therapists- handwriting practise, manipulation of small objects and exercises to improve strength and coordination, scissor skills.

**Booster groups** with Maths and Literacy focus also take place across the school.

**Job Shop**-Children having chance to apply and do different jobs around school e.g Maker Space peer tutor, EYFS assistant, Office assistant.

**Emotional Literacy** supporting pupils who need support with strategies to regulate and understand theirs and other people's emotions.

**Nurture groups** covering nurture principles for EYFS 'Stay and Play' club, KS1 and KS2 small group nurture when needed.

**Nurture 1:1**-D.Mack works with pupils 1:1 to support well-being and mental health.

**Compass Mental Health Practitioner**-We have recently applied for and been allocated a Mental Health Practitioner who will be working alongside some pupils in the near future.

**Personal timetables**-Some children with EHCP's have tailored timetables linked to their EHCP targets and outcomes.

Key members of staff have been trained with Team Teach to apply positive handling techniques, as a graduated approach. They are designed to minimise risk and help people maintain positive relationships. However, all staff have a duty of care and may need to physically intervene in an emergency. We have a number of staff trained in Paediatric first aid who are responsible for administering medication to pupils e.g. inhalers. Many staff have been trained on Autism Awareness with Lora Moore, a SCI consultant and had therapeutic language training, attachment training, with some staff having trauma informed training also. Staff also have their own log ins to The National College so that they can access training about all developments and practice relating to SEND pupils and other training across the curriculum.

## **9. How do we evaluate the effectiveness of the provision made for children with SEND?**

The progress of all pupils is monitored regularly and more formally at the end of each term. This information is shared at Pupil Progress Meetings and all pupils who are not at Age Related Expectation or are not making sufficient progress, are identified. Next steps for strategies, adaptations to teaching and environment plus interventions are agreed. Interventions have specific entry and exit criteria and progress is measured against this. Many children are assessed against the year group expectations but some are assessed and monitored using Connecting Steps V5, to show small steps of progress. Where progress falls below that is expected, we adjust provision accordingly to ensure children have the best possible opportunities to fulfil their potential.

## **10. How are children with SEND enabled to fully participate in school life?**

The school is committed to providing equal opportunities for all and equity, regardless of race, faith, gender, or capability, in all aspects of school life. We promote self and mutual respect and a caring and non-judgemental, inclusive attitude throughout school.

We aim to include all learners on school trips, residential visits and after school clubs. Planning for this is in partnership with parents and reasonable adjustments are made where appropriate, in order for all children to access these opportunities. A trained first aider attends all visits and can administer medication where necessary. Sometimes parents may be invited to accompany their child on a day trip as part of a reasonable adjustment.

## **11. What support is there for improving social and emotional development?**

We have an in school Nurture/Mental Health/Early Help practitioner, D.Mack who supports children's social and emotional needs either 1:1 or in small groups. Areas of support include self-esteem, social skills, bereavement, anger management, friendship difficulties and behaviour management. Children are given the

opportunity to discuss their feelings and are supported with strategies and advice that might help. D.Mack works alongside the SENCO and class teachers, discussing the needs and provision for individual children. Individual positive behavior plans are created for children who need them, in partnership with parents. The strategies and language use contained within them can be used at home and school. These plans sometimes include strategies for supporting the child with de-escalation and recovery strategies.

In EYFS there is a weekly 'Stay and Play' Nurture lunch time club, which is a small child led F1 and 2 club, where social skills, confidence and self-esteem can be developed through relaxed play and interaction. It is run by M.Hartley and C.Terrell, providing support in a safe and specially adapted environment for our children who have social, emotional and learning needs. There is a strong focus within the group on social and life skills where children are supported in understanding their feelings and the feelings of others. In Key Stage 1, there is a Knitter Natter wellbeing club, run by S. Pitwell and the children are engaged in craft/hobby activities whilst having the space to chat and express themselves in a nurturing environment.

We have recently applied to Compass, Barnsley and have been allocated a mental health practitioner to work alongside pupils and to support staff strategies and practice.

### **12. How do we involve other services in meeting children's SEND?**

Excellent relationships and very close working partnerships have been established with a number of external agencies including the Early years Inclusion team, Speech and Language Therapy, the Social Communication and Interaction Team, the Educational Psychology Service plus Health Visitors, the school nurse, Family Support Workers and Occupational Therapy plus Physiotherapy teams.

Advice is sought from agencies and referrals made in agreement with parents, when needed. These external agencies support school staff in identifying a child's barriers to learning and they provide advice for both school staff and parents. The work undertaken by services in school is coordinated by the SENCO.

### **13. How do we support Looked After or previously Looked After Children (LAC)?**

School staff closely monitor the emotional well-being and presentation of LAC while in school. Learning and progress is monitored in line with school systems and information is shared by the Headteacher or SENCO at any review meetings. School liaises closely with foster carers, social workers and the Local Authority in making sure that children get the best possible outcomes. The views of children are always sought and shared at all meetings and where appropriate the child or child's advocate attends the meetings.

### **14. What have been the recent challenges?**

In terms of the Corona Virus pandemic: wherever possible and where the child's SEN needs have allowed, SEND children attended school during lockdown and accessed daily remote lessons from the class teacher as well as full days of lessons in class with TA's in smaller groups. The Purple Mash computer learning platform was used for children accessing learning from home and this was regularly marked with positive feedback and next steps to work on. Along side this, many members of staff made telephone calls to parents and children to check in with them and support in any way possible. Provision was also made for pupils who needed computers and those children who preferred to have paper copy work packs. On arrival back into school after time at home, the SENCO created risk assessments for children who would potentially find the re-adjustment challenging, in partnership with parents and class teachers. Also, a lockdown parent SFP review questionnaire was sent home to the parents of children on the SEND register, which detailed parent's views and their child's progress and experiences whilst receiving home learning. The SENCO was also regularly in touch with parents of SEN pupils via telephone and e mail. Remote SFP meetings have also proved to be effective ways of continuing to review with parents during the pandemic.

**Other challenges for our school have included:**

- Increasing numbers of high needs SEND pupils
- Increasing needs relating to Social, Emotional and Mental Health
- Meeting the above needs with no increase in High Needs block funding

**We are addressing the above by:**

- Seeking external support and advise, working co-productively
- Enhancing our current SEND provision and sharing good practice in our locality of schools
- Securing EHCP's for our most complex SEND pupils to ensure outcomes/provisions are appropriate for their needs
- Working in co-production with parents to ensure positive outcomes for all pupils

**15. How are staff deployed?**

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. EHCP's are maintained and applied for in line with Local Authority advice. The new Barnsley EHCP hub is now used for applications and annual reviews of EHCP's. Children with high and complex needs are supported through this process and are in receipt of High Needs Funding (Range Funding). EHCP Annual Reviews ensure that the provision and needs accurately reflect the pupil presentation in school. Parental partnership and co-production, along with pupil voice are crucial in the application process, review and maintenance of EHCP's. We work collaboratively with outside agencies also to ensure the best possible outcomes for pupils who require or have EHCP's.

**16. What are the Finance arrangements?**

Our Allocated child SEND Budget for 2021-2022 was \_\_\_\_\_ and the expenditure breakdown of that income is as follows:

Support staff (additional to Quality First Provision)= £ \_\_\_\_\_

Our Allocated Notional SEN Budget was £ \_\_\_\_\_ and the expenditure breakdown of that income is as follows:

Support staff (additional to Quality First Provision)= \_\_\_\_\_  
 Commissioned external services=£ \_\_\_\_\_

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

**17. What are the complaints procedures?**

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.

**18. What are plans for future development?**

Our strategic plans for developing and enhancing SEND provision in our school for 2021-2022 includes:

- Exploring funding to develop our forest area and a potential wellbeing/sensory cabin in the grounds
- Further developing our SEMH provision, with social groups, staff training on Thrive and a mental health practitioner working in school (Compass Barnsley)
- Continuing to strengthen links with our locality schools through SENCO Locality meetings
- Embed B Squared V5 Connecting Steps to track small steps of progress and to inform school focused plans and practice for some of our SEND pupils who need it

**19. What are the relevant school policies underpinning this SEND information report?**

- SEND policy
- Teaching and Learning policy
- Accessibility policy
- Equality policy

**20. What is the relevant legislation and guidance taken into account?**

- Send Code of Practice 2015
- Children and Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005
- Send Information Report, Autumn 2020
- Send Inclusion Termly Report, Autumn 2021

**Date presented to/approved by Governing Body: Autumn 2021**

**Date of next review: Autumn 2022**







