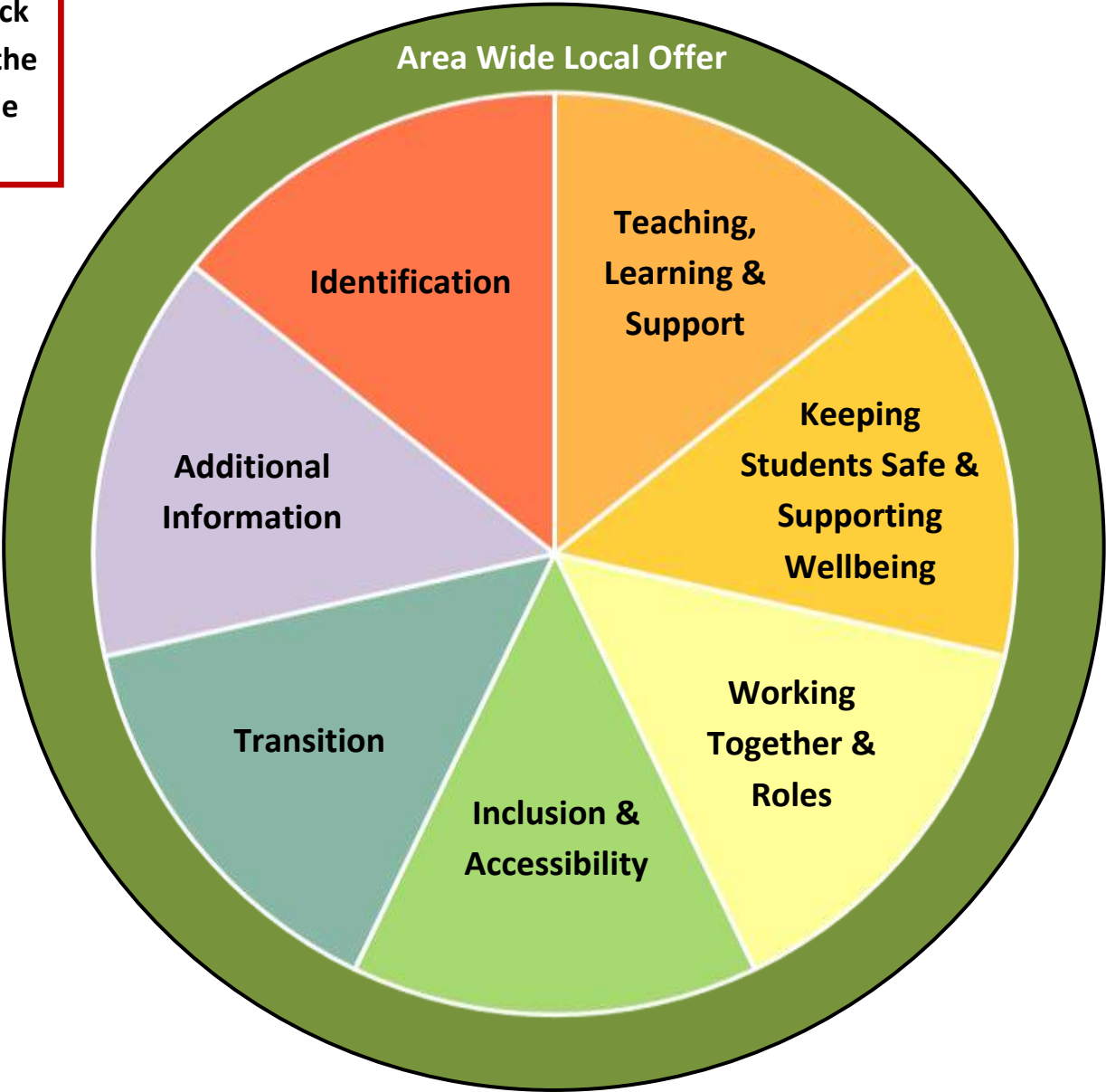


Please press ctrl and click the relevant words on the wheel to be taken to the corresponding section.



Please see the following page for information on this setting's age range

St Bartholomew's CE Primary School Information Report for Special Educational Needs and/or Disability

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Name of Setting	St. Bartholomew's C.E. Primary School
Type of Setting	☒ Mainstream ☐ Resourced Provision ☐ Special ☐ Early Years ☒ Primary ☐ Secondary ☐ Post-16 ☐ Post-18 ☒ Maintained ☐ Academy ☐ Free School ☐ Independent/Non-Maintained/Private ☐ Other (Please
Specific Age range	2-11
Number of places	
Which types of special educational need do you cater for? (<i>IRR</i>)	☒ We are an inclusive mainstream setting catering for children and young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support. ☐ We are an inclusive setting that offers a specialism/specialisms in

Each section provides answers to questions from the Parent/Carer's Point of View. The requirements for the SEN Information Report have been incorporated into this document, based on the latest draft version of *the Special Educational Needs (Information) Regulations* (correct as of May 2014). Questions providing information required as part of the Information Report Regulations are shown using the letters **IRR** (Information Report Regulations).

Questions from the Parent/Carer's Point of View:

St Bartholomew's C.E. Primary School Information Report for Special Educational Needs and/or Disability

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Identification	
How will you know if my child or young person needs extra help? (IRR)	
Our staff have a wealth of experience and children with SEND are identified as early as possible in our school. Initial identification is usually through comments and concerns brought by parents/carers, the pupil's previous school, school staff working directly with the child or if pupil observation indicates that they have additional needs in one of the four areas - 1. Communication and Interaction 2. Cognition and Learning 3. Social, Emotional and Emotional Health 4. Sensory/Physical. Initial concerns are raised internally with the school's SENDco who would then discuss them with the staff working with the pupil, the pupil's parents/carers, and the pupil themselves. This discussion focuses on the needs of the child, the areas of concern, the desired outcomes for the child and what provision might be necessary to enable the child to reach those outcomes. Additional assessments or checklists may also be completed. Following these discussions, a child may be placed on the Special Educational Needs register in school. This will be discussed with parents/carers and consent will be sought. The SENDco keeps a register of all pupils requiring additional support in order to monitor the progress of these pupils, and to plan for provision across the school. Provision maps are in place for all pupils to enable provision and its impact to be monitored over time.	
What should I do if I think my child or young person needs extra help?	
If you have concerns about any aspect of your child's education, the first port of call should be the child's class teacher. Class teachers are usually available at the end of the school day and are happy to make appointments if you require longer discussions. The class teacher may then seek the involvement of the school SENDCo. Alternatively, the school SENDCo can be contacted directly, again either at the end of the school day or by making an appointment should a longer discussion be required.	
Where can I find the setting/school's SEND policy and other related documents? (IRR)	
The school's SEND policy and other relevant policies can be found on the school website or by request.	

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Teaching, Learning and Support

How will you teach and support my child or young person with SEND? *(IRR)*

Class teacher input via quality first teaching.

- The teacher will have the highest possible expectations for your child and all pupils in their class.
- All teaching is based on building on what your child already knows, can do and can understand.
- Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning, providing different resources adapted for your child or making adaptations to the learning environment to meet sensory or physical needs. Adaptations will be designed based on the individual needs of pupils.
- Putting in place specific strategies or adaptations (which may be suggested by the SENDco and/or staff from outside agencies) to enable your child to access the learning task.
- When appropriate, Learning Support may be used to support groups and individuals with the aim of building independence and closing attainment gaps between identified pupils and their peers. This support could be in the form of targeted intervention programs or additional support within or outside of the classroom.

Where additional levels of support are required by an individual pupil, a Individual Education Plan (IEP) is created. SMART targets will be set and the IEP will detail the interventions, adaptations and/or resources which will be put in place to support the child in achieving these targets. This follows the graduated response of Assess, Plan, Do, Review. SMART targets are set according to the results from baseline assessments and, where appropriate, input from outside agencies. Parents/carers are involved in planning the support for their child and have the opportunity to discuss their child's progress at regular review meetings with the class teacher. Pupils are also involved in the review meetings where appropriate. Learning Passports are reviewed termly and sooner if necessary. Parents/carers are able to contact the school SENDCo to discuss their child's needs in more detail if needed.

To enable children identified with SEND to access the curriculum appropriate adaptations are identified and put in place. These can take many forms depending on the needs of individual pupils for example: sensory breaks, additional resources or equipment, adapted tasks, organisational support, additional scaffolding or modelling of new concepts or tasks.

The school delivers a range of intervention programmes, including those which go beyond class-based approaches, to support pupils. Some are

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Teaching, Learning and Support

published or commercially available packages and others are bespoke/personalised approaches based on best practice guidance, for example: emotional literacy work/ nurture groups.

For those with significant or complex needs, the school may seek advice from specialists, for example: speech and language therapists, occupational therapists, education psychologists, the Autism Inclusion Team, etc. In some cases, these specialists might work in school with the child, or school staff might observe sessions in order to gain specific skills from these specialists. These specialists may also deliver training to school staff. The school may also work with off-site provision including Alternative Provisions. For Looked After Children (LAC), support from the Virtual School will be sought.

When appropriate, the school may refer children to the District Inclusion Hub for advice and outreach work. Consent from parents/carers will be sought prior to any referrals being made or any specialists observing or assessing individual pupils.

For a small percentage of pupils whose needs are significant and complex and who, despite relevant and purposeful action taken to meet their special needs, fail to make expected levels of progress, the school or parents/carers may consider requesting an EHCNA (Education, Health and Care Needs Assessment). This will be undertaken by the Local Authority and may result in an Education, Health and Care (EHC) plan being provided. This is a child-centred document which sets out the aims and needs of the child and details what needs to be implemented to support these aspirations. It is usually, but not always, accompanied by dedicated funds for the named pupil.

How will the curriculum and learning environment be matched to my child or young person's needs? **(IRR)**

Teachers at St. Bartholomew's C.E. Primary School have high expectations and aspirations for all pupils. They plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible. Where pupils have SEND, class teachers will know the pupil's strengths and areas for development and will make every effort to provide for these. Their work may be further adapted by the class teacher to remove barriers to learning and enable them to access the curriculum more easily. Specially trained support staff may implement the teacher's adapted planning to support the needs of your child where necessary.

When required, further adaptations will be made to enable your child to access the curriculum. This could include additional resources to support with physical needs, sensory strategies to meet your child's sensory diet, movement breaks or fiddle toys; or nurture and safe-spaces to support with

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Teaching, Learning and Support

self-regulation.

Specific resources and strategies will be used to support your child individually and in groups.

Planning and teaching will be adapted on a daily basis if needed to meet the child's learning needs and increase the child's access to what is on offer.

Children are supported through statutory assessments processes according to need:

- They may complete the assessments in a quieter environment;
- They may have certain assessments whereby an adult can read the questions;
- If they use certain resources to support their learning, these may be used in an assessment;
- Extra time may be provided for the children to complete the assessment.

How are the setting, school, or college's resources allocated and matched to children or young people's needs?

The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs. Provision may include:

- Teaching assistant support in class;
- Small group or 1:1 targeted intervention;
- Adult support with particular physical needs;
- Emotional literacy support;
- Bought-in support from external agencies e.g. SENIS (specialist teachers), Educational Psychologist, Social, Emotional and Mental Health (SEMH) support, Behaviour Support, Autism Inclusion Team etc.;
- Provision of specialist resources e.g. writing slopes, standing desks, sensory toys etc.;
- Purchase of specific interventions programmes;
- Training relating to SEND for staff.

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Teaching, Learning and Support

When the needs of a pupil are greater than the provision that can be funded from the school's budget, funding from the local authority may be applied for in the form of an EHCP (Education, Health and Care Plan). Strict criteria need to be met in order for additional funding to be granted and it can be a lengthy process. Pupils in receipt of an EHCP receive support as specified in their individual plans.

How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis? (IRR)

When children's needs are initially identified, a discussion takes place between teachers, parents/carers and pupils. At this meeting, desired outcomes for the pupil will be discussed and the provision or support agreed. School is usually best placed to suggest and direct the nature of the support needed, but occasionally the school seeks the support of other agencies to advise on this. Parents/carers and pupils will be fully involved in discussions about any support and provision which is different, or additional to, that received by the majority of children and decisions will be made together. If there are differences of opinion about the nature of support, the school may seek the advice of external agencies to support and clarify the decision-making process.

An Individual Education Plan (IEP) based on the graduated response of APDR will be put in place. This will be reviewed at least termly and the impact of the provision monitored and changed as necessary.

For pupils with an Education, Health and Care plan, the decision regarding the type and frequency of support will be reached when the plan is being produced or at Annual Review as outcomes are set/revised at these points. At Annual Reviews, external professionals may be involved with planning provision.

How will equipment and facilities to support children and young people with SEND be secured? (IRR)

Our facilities and equipment are regularly evaluated in relation to the needs of the pupils we have in school.

We endeavour to ensure all aspects of our school site are, where possible, accessible to all.

Should it be necessary to have specialist equipment, these are generally met through the use of the school budget e.g., writing slopes, ear defenders, etc.

For more specific equipment there is a number of outside agencies who can be contacted to provide this equipment on a loan basis i.e. specific

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Teaching, Learning and Support

wheelchairs, adapted seating etc.

How will you and I know how my child or young person is doing and how will you help me to support their learning? **(IRR)**

- Your child's progress is continually monitored by their class teacher. This is done through daily observation, discussion with staff working with the child, analysis of progress and of the impact of additional support, evaluation of whether adaptations are meeting the needs of the child etc. As a small family nurturing school, we know our children well.
- Individual progress is reviewed formally every term in reading, writing and maths, using appropriate assessment. This may be measured against age-related expectations. Termly reviews of Learning Passports take place and additional data may form the basis of these reviews. Parents/carers will be involved in the setting of targets and will be supported in how to support your child at home. As a school, we work in partnership with parents/carers. Parents' evenings and Learning Passport reviews are held termly. However, we operate an open-door policy and we will be happy to discuss your child's progress and learning at any point in the term.
- At the end of Key Stage 2, all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results of which are published nationally. If your child is working significantly below the level of the test, then, in agreement and discussion with you, a decision may be made to disapply your child from the tests. Certain criteria must be met for this to happen.
- The progress of children with an EHC Plan is formally reviewed at least yearly at their Annual Review with all adults involved in the child's education. However, if it is felt that your child's needs have changed significantly, a review of their EHCP can be called at any point in the year.

A range of ways will be used to keep parents/carers informed, which may include:

- Home/school link book;
- Letters/certificates sent home;
- Additional SEND consultation meetings, as and when required;
- Phone calls, emails or face-to-face conversations with staff;
- Individual Education Plans;
- Reports from outside agencies;
- School Reports;

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Teaching, Learning and Support

- Parents' Evening.

How does the setting, school or college consult with and involve children and young people with SEND in planning and reviewing their education? *(IRR)*

We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the Pupil Voice. Additionally, there is an annual child questionnaire where we actively seek the viewpoints of all children. Your child will be asked about their learning and progress in an age-appropriate and supportive way. Pupil views in Learning Passport reviews are really important. How this is approached will be adapted to meet the needs of each individual child.

If a child has an EHCP (Education, Health and Care Plan), or is a LAC (Looked After Child) their views will be sought prior to any review meetings.

How does the setting/school/college assess and evaluate the effectiveness and sufficiency of its arrangements and provision for children and young people with SEND? *(IRR)*

The views of all stakeholders are gained regularly through questionnaires, formal and informal discussions. This can be discussed during the Learning Passport or EHCP review meetings, parents' evenings, via email or parents can arrange a meeting with the School Leader, class teacher or the SEND Co-ordinator.

Each term, information regarding the progress and attainment of children with SEND is collated and analysed by the Headteacher. The progress of children with SEND is compared to the progress of children without SEND in order to evaluate the effectiveness of the interventions and the provision in place. Trends, strengths and areas for development are identified. A Headteacher Report is produced for the governing body and it is discussed by governors at their termly meeting.

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Keeping Students Safe and Supporting Their Wellbeing

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Keeping Students Safe and Supporting Their Wellbeing

How do you ensure that my child or young person stays safe outside of the classroom?

At St. Bartholomew's C.E. Primary School, the safety and well-being of all our pupils is at the forefront of everything that we do. We have robust safeguarding policies and procedures in place. All our staff have received safeguarding and Prevent training. Our School Lead, Kelly Stanesby, is Designated Safeguarding Lead and she is Level 3 trained. She is also and trained in Operation Encompass, Early Help and she attends regular safeguarding updates. Keelie Mellor, is Deputy Safeguarding Lead and she is also Level 3 trained and trained in Operation Encompass. Our site security is strong and regularly reviewed. We have fob-activated locks on most doors and the other doors have locks. We have cameras on the school's carpark and entrance points.

The children are collected by staff from the playground in the morning and escorted into school. At the end of the day, the children are only released to known adults. If someone who does not usually collect your child, is picking them up from school, we ask for parents to contact the school office to inform us or they will not be released.

If a child requires additional support or supervision at lunchtimes or breaktimes, staff are allocated for this. We have high adult to child ratios in our nursery. An adult sit with our nursery children when they are eating and they are closely supervised.

As part of our PSHE curriculum, we teach the children about personal safety, bullying, unsafe behaviour and where they can seek help if needed. This is taught at an age-appropriate level. Where necessary, information is adapted and broken down so that all children are able to access it. We work with outside agencies, such as the NSPCC, to provide the children with workshops designed to support them in knowing how to keep safe and where to seek help if needed. Around our school environment, places to seek help are displayed. Should any children require additional work around personal safety, this is delivered in an appropriate way.

As part of our PSHE and Computing curriculum, we teach the children about online safety and we take part in national online safety events. All our computing equipment has online filtering which prevents the children from accessing unsafe material via the internet.

Emotional well-being and nurture is very important in our school. We take a positive and celebratory approach to school life. Our school values are the basis for our school rules with the values of respect, courage and joy at the heart of them. We aim to build self-esteem, resilience and to teach

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Keeping Students Safe and Supporting Their Wellbeing

the children to take joy in the things around them and take a positive approach to life. For children who struggle with their emotional well-being, we offer a range of support and this can include emotional literacy work and access to our nurture space. When necessary, outside specialists may come into school and work with the children. We support children in understanding and expressing their emotions in an age-appropriate way.

In our beautiful setting, we are lucky to have access to wonderful school grounds including a forest school area. We embrace outside learning and accessing nature as a way of promoting well-being. The children have weekly forest school sessions and we take every opportunity for outside learning. We have a dedicated nurture room which the children access for a range of needs.

Risk assessments are in place when necessary for activities and events. All off-site visits are risk assessed using our Educational Visits Policy and Evolve educational visits portal.

Any children who require individual risk assessment have these in place. These may be personal evacuation plans, managing physical needs (lifts and handling), restrictive intervention plans etc. Should these be appropriate, these will be discussed and devised with parents. We have members of staff trained in Positive Handling.

We have paediatric first aid staff in school at all times, including at our before and after school provision. If a child has a medical need, a care plan is completed with parents and, where appropriate, medical professionals. When needed, staff undertake training needed to meet any medical needs in school.

What pastoral support is available to support my child or young person's overall well-being?

We are a small, family school and all school staff work hard to get to know the children and families exceptionally well and to build supportive and nurturing relationships throughout school.

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Keeping Students Safe and Supporting Their Wellbeing

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How will the setting, school or college manage my child or young person's medicine or personal care needs?

We have an administering medication policy and, if required, prescribed medication can be administered by a trained member of staff following the processes laid out in our policy. We ask parents/carers to complete a medication form. Should non-prescribed medication be required, this can be administered under the requirements laid out in our policy.

All medicine administration procedures adhere to the LA policy and DfE guidelines included within Supporting pupils at school with medical conditions (DfE) 2014.

Pupils having a medical or intimate care need will have a detailed Care Plan which is compiled by the school in consultation with the school nursing service and parents/carers. These are discussed with all staff who are involved with the pupil. Pupils will be supported with their intimate care and personal needs, including dietary, where necessary. All staff are made aware of medical needs and allergies.

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Keeping Students Safe and Supporting Their Wellbeing	
What support is available to assist with my child or young person's emotional and social development? <i>(IRR)</i>	
Personal, social and emotional well-being is at the heart of our curriculum and school life. For pupils requiring further support, the school uses emotional coaching techniques, when required, and a child may work in a small group to develop the skills they need to work on. This work is supported through regular discussions between class teachers, teaching assistants, the School Lead and families. We use the Boxall profile to help identify specific areas of development and measure progress towards them. For more complex needs, the school may seek the services of other agencies e.g. The Mental Health Support Team (MHST) or Child and Adolescent Mental Health Services (CAHMS).	
What support is there for behaviour, avoiding exclusions and increasing attendance?	
At St. Bartholomew's C.E Primary School, we believe that good school attendance is of vital importance to the academic, social and emotional well-being of our pupils. We have the highest expectation of attendance. Our attendance policy is available on our school website. We aim to provide a happy, secure school environment that the children want to attend. If there are issues with a child not wanting to attend school, we look to work with the family to find the cause and put measures in place to support. If a child's attendance becomes a concern, we look to find the cause and, where possible, work with the family to overcome any barriers to school attendance. When required, we access external support such as Early Help or the Educational Welfare Officer. Our behaviour policy and school rules are based around our school values of respect, courage and joy. Our school rules have been devised by our pupils and are positive and aspirational. When issues with behaviour arise, we aim to address them in a fair and restorative way. Should there be ongoing issues with a child's behaviour, we would look for the causes of the behaviour and work with the child and family to address it. When necessary, we will involve outside agencies such as the behaviour support team, CAMHS or the educational psychologist. All possible support and strategies will be implemented to avoid suspension or exclusion. Exclusions will be issued in extreme circumstances and will be issued in accordance with our behaviour policy. A copy of the school's behaviour policy is on our website.	

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Working Together & Roles

What is the role of my child or young person's class teacher?

They are responsible for:

- Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc.) and discussing amendments with the SENDco as necessary.
- Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist advice and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all of the pupils they teach with any SEND.

Who else has a role in my child or young person's education?

SENDCo: is responsible for:

- Coordinating all of the support for children with special educational needs (SEN) and/or disabilities and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
 - involved in supporting your child's learning;
 - kept informed about the support your child is getting;
 - involved in reviewing how they are doing;
 - part of planning ahead for them.
- Liaising with all the other people who may be involved in supporting your child's learning e.g. the Speech and Language Therapy Service, the Educational Psychologist.
- Updating the school's SEND record of need, (a system for ensuring all the special educational, physical, and sensory needs of pupils in this school are known and understood) and making sure that there are excellent records of your child's progress and needs.

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Working Together & Roles

- Providing specialist support for teachers and support staff in the school so that they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential.
- Supporting your child's class teacher to write Learning Passports (Assess/Plan/Do/Review)
- Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.

SEN Learning Support Assistant (SEN LSA)

A SEN Learning Support Assistant (SEN LSA) may be allocated to a pupil with exceptional special educational needs and/or disabilities and whilst they take a very valuable role in your child's education, we would prefer that questions regarding your child's learning and progress are directed in the first instance to the staff roles named above. Of course, as a school we welcome daily dialogue between parents and LSAs on how a child's day has been and we do actively encourage this continued feedback.

School Lead

Mrs Kelly Stanesby is responsible for:

- The day-to-day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. She will give responsibility to the SENDCo and class teachers but is still responsible for ensuring that your child's needs are met.
- She must make sure that the Trust Governing Body is kept up to date about any issues in the school relating to SEND.

SEND Trustee

Mr Benjamin Fabi is responsible for:

- Ensuring that the school has an up to date SEND Policy.
- Ensuring that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.
- Ensuring that the necessary support is made for any child who attends the school who has SEN and/or disabilities.
- Visiting the school to support and monitor the intervention given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.

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Working Together & Roles	
How does the setting, school or college ensure that information about a child's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?	
Our school is committed to working in co-operation with all agencies. We regularly call, attend and lead multi-agency meetings to ensure our children are well supported. After these meetings, action plans are formulated to ensure that advice is appropriately disseminated to teachers/ LSA's and parents. Should it be necessary, an Early Help Assessment may be suggested to support the understanding and sharing of information about individual children.	
What expertise is available in the setting, school or college in relation to SEND? (IRR)	
How are the adults in school helped to work with children with a SEND and what training do they have?	
• The SENDco's job is to support the class teacher in planning for children with SEN and to lead SEND within the school. • The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD and dyslexia. • Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with SEND. • Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g from the Autism Inclusion Team, and sensory service or medical /health training to support staff in implementing care plans. • Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has been completed by the staff members in the school, please speak to the Headteacher or SENDco. • SENDCo attends updates and keeps up to date with changes to SEND provision.	
Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)? (IRR)	
The school works with a wide range of services that we feel are relevant to individual children's needs: behaviour support; health including – GPs, school nurse, clinical psychologist, paediatricians, speech & language therapists, occupational therapists; social and education services including - Locality Teams, social workers and Educational Psychologists.	
Who would be my first point of contact if I want to discuss something?	

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Working Together & Roles	
The first point of contact would be the class teacher. The school SENDco is also available to support you in matters relating to SEND. Parents are also welcome to speak to the School Lead, Ms Kelly Stanesby. Any of these staff can be contacted via the school office (office@st-bartholomews.staffs.sch.uk).	
Who is the SEN Coordinator and how can I contact them? (IRR)	
The school SENDCo is Mrs Olivia Pantev – she can be contacted by telephoning the school or via office@st-bartholomews.staffs.sch.uk	
What roles do have your governors have? And what does the SEN governor do?	
The trust governors have responsibility for ensuring the quality of provision across school. There is a designated governor for SEND, and regular meetings between the SEND governor and SENCo take place to monitor the provision made for pupils with SEND. The SEND governor is	
How will my child or young person be supported to have a voice in the setting, school or college? (IRR)	
Every effort is made to ensure that the opinions, thoughts and feelings of our pupils are an integral part of any plans made about their education. Pupils' opinions are sought at a level which is accessible to them. The school provides opportunities for pupils with SEND to become involved in pupil voice and has termly SEND Pupil Voice Questionnaires allowing SEND pupils to articulate how the support they have had from the school has made a real difference.	
What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?	
The school welcomes parent/carer support in school. Parent volunteers come into school to work with groups of children or support with administrative tasks which help the teacher. Parents/carers are encouraged to support their child's learning with regular advice attached to newsletters, information evenings and the opportunity to talk to their child's teacher regularly. Parent governors are part of the governing body and, when a term of office expires, details of how to stand are advertised through a letter to parents. We have an open-door policy and encourage parents/carers' active participation in the life of the school.	
What help and support is available for the family through the setting, school or college? (IRR)	
Our staff are here to provide support and do so in a number of ways. The class teacher, SENDco or School Lead can offer support in school to	

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Working Together & Roles

complete paperwork or act as scribe. There can be a large amount of paperwork for a parent/carer of a child with SEND and we will support with this as much as we can. The SENDco will provide support to the parent/carer as required. This might be through completing forms with parents/carers; helping with the wording or signposting them to agencies that can help. Information about parent/carer support groups is shared through school letters and the school website.

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Inclusion & Accessibility

How will my child or young person be included in activities outside the classroom, including trips? *(IRR)*

As an inclusive school, our aim is for all pupils, regardless of their specific needs, to make the best possible progress in school. We seek to ensure that all pupils are able to attend enrichment opportunities such as after school clubs, school trips etc. and we work flexibly to make relevant adaptations for pupils with SEND to attend. Each club, activity or residential trip is planned with the children it is aimed at in mind, thus allowing for those children to take part as fully as possible. We ensure risk assessments are carried out and procedures are put in place to enable all children to participate.

How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible? ☐

Details (if required)

Are disabled changing and toilet facilities available? ☒

Details (if required)



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Inclusion & Accessibility

Do you have parking areas for pick up and drop offs?

Details (if required) Yes

Do you have disabled parking spaces for students (post-16 settir ☐)?

Details (if required) N/A

We have an Accessibility policy in place (available to view on the school's website) and where feasible, make reasonable adjustments to improve the accessibility of our environment to meet individual needs. Pupils with SEND are supported to access the facilities open to their peers, for example additional support for sports sessions. The school makes reasonable adjustments to the visual and auditory environment for learners with sensory impairments. Classroom environments and routines are designed to support pupils with Autism and Dyslexia. Where pupils and families require communication through languages other than English the school would seek the services of a translator for key meetings.

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Transition	
Who should I contact about my child/young person joining your setting, school or college? (IRR)	
For information about admission please email the main school office – office@st-bartholomews.staffs.sch.uk - who will discuss the admission process with you. The admissions policy is available on the school website. The school complies fully with the Equality Act 2010 and the School Admissions Code 2014 in relation to the arrangements for the admission of disabled pupils. Where the school is oversubscribed, all children are admitted in accordance with the published oversubscription criteria. Where a child has a disability, the school will make reasonable adjustments and provide auxiliary aids or services, where reasonable, to ensure that no disabled child is placed at a substantial disadvantage compared to other pupils.	
How can parents arrange a visit to your setting, school or college? What is involved?	
To arrange a visit please email the main school office and we would be delighted to show you around our school.	
How will you prepare and support my child or young person to join your setting, school, or college and how will you support them to move on to the next stage, or move on to adult life? (as applicable for setting) (IRR)	
Prior to entry to school, families visit for an informal tour with the School Lead. In addition to the transition events for all pupils, for those pupils with SEND, families will be invited to meet with the SENCo to share information about the child's SEND and the provision which may be necessary. For those with a high level of need or an EHC Plan, we would want to hold a multi-agency transition meeting which is an opportunity for families and professionals to share information and for actions to be planned to ensure that the pupil is appropriately supported for transition to our school. If a care plan is needed, this will be in place before your child starts. Wherever possible, we prepare pupils for transition to new settings in a manner which is most appropriate for the individual. For some, this means additional visits to the new setting. We work closely with families and the new setting to ensure consistency of information. For children with an EHCP, a transition review will take place approximately a year before they are due to move to their next setting.	

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Additional Information	
What other support services are there who might help me and my family? (IRR)	
The school SENDCo or Headteacher in school can provide details of further support for families: office@st-bartholomews.staffs.sch.uk sendco@st-bartholomews.staffs.sch.uk	
When was the above information updated, and when will it be reviewed?	
We annually update the information provided on this form and our review date is set for September each year.	
Where can I find the Staffordshire Local Offer? (IRR)	
The Staffordshire Local Offer can be found at https://www.staffordshire.gov.uk/education/Access-to-learning/Local-Offer-SEND-Pathway.aspx	
What can I do if I am not happy with a decision or what is happening? (IRR)	
We encourage parents to address any concerns or worries promptly, initially with the class teacher. If they are unable to help, they will enlist help from a senior member of staff such as the SENCo or School Lead. However, if after discussing your concerns with these people, you remain unhappy with any aspect of the school's performance, our complaints procedure is available on the school website.	