

As part of their statutory duties, governing bodies must publish information about and report on, the school's policy on special educational needs.

At Dean Barwick Primary School, we believe in providing every possible opportunity to develop the full potential of all children. The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access for all. All children and young people with SEND are valued, respected and equal members of the school. As such provision for pupils with SEND is a matter for the school as a whole. All teachers are teachers of pupils with SEND. The governing body, Head teacher, SENDCO and all members of staff have important responsibilities.

The Special Educational Needs and Disability Policy (SEND policy), which can be found on the school's website, identifies our aims and objectives for children with SEND and also describes the processes used within school to support these children. The policy is reviewed annually.

The Special Educational Needs Co-ordinator (SENCO) is Mrs Fothergill and the named Governor for SEN is: Bex Cooper.

| Term | SEN Support | EHCP |
|-------------|-------------|------|
| Summer 2021 | 15 | 3 |
| Autumn 2021 | 21 | 4 |
| Spring 2022 | 22 | 3 |

Type of Need

At Dean Barwick we have different types of needs and the children may be in more than one category. The types are as follows:

- Specific Learning Difficulty
- Moderate Learning Difficulty
- Autistic Spectrum Disorder
- Speech, Language and Communication Needs
- Hearing Impairment
- Social, Emotional and Mental Health

Progress

The children's progress is monitored regularly, by class teachers, the Head teacher and SEND Governor. Pupils progress from individual starting points and for children on the SEND register the review and assessment happens frequently throughout the year. This ensures that their targets are adjusted according to their progress. Parents and pupils are an integral part of the review and targeting process. Disclosing individual achievements would identify individual children and their families at our small school. The School and Governors regularly review the pupil's progress and attainment.

Budget The school received high needs funding last year which was used to provide support for SEND children, provided through quality first teaching, small class sizes and targeted support with teaching staff or teaching assistants.

Attendance

The attendance of the SEN pupils for the year was 98.37% The whole school pupil attendance is 96.72%

External Agencies

This year the school has liaised with, and had meetings with, an educational psychologist, a behaviour & emotional wellbeing officer, speech and language therapists, a community children's occupational therapist, advisory teaching service, and CAHMS.

Secondary Links

Dean Barwick and local secondary schools have worked closely for the transition of children with SEN. The SENCO has organised for additional visits for some pupils as part of their transition into secondary school.