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**CARRFIELD**  
**PRIMARY ACADEMY**

Astrea Academy Trust

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INSPIRING BEYOND MEASURE

# **SEND INFORMATION REPORT**

**Revised: October 2017**

**Review Date: September 2018**

Carrfield Primary Academy is part of Astrea Academy Trust. We are a mainstream primary school and we admit pupils from age 4 to 11.

Our current Ofsted rating is "Good" (Inspected February 2013). "Pupils with special educational needs, supported at school action and school action plus, achieve well because of the carefully targeted support they receive." "Teachers plan lessons well and ask good questions to secure pupils' understanding." "The school works closely with parents and keeps them well informed through regular newsletters and reports. As a result, parents hold positive views of the school."

<p style="text-align: center;"><b>1</b></p> <p>What kind of Special Educational Needs are provided for at Carrfield Primary Academy?</p>	<p><b>At Carrfield we provide support for pupils across the following areas of need as laid out in the SEND Code of Practice 2015 :</b></p> <ul style="list-style-type: none"><li>• Moderate Learning Difficulties (MLD)</li><li>• Specific Learning Difficulties (SLD)</li><li>• Autistic Spectrum Disorder (ASD)</li><li>• Social, Emotional and Mental Health (SEMH)</li><li>• Visual Impairment (VI)</li><li>• Hearing Impairment (HI)</li><li>• Physical Difficulties (PD)</li><li>• Speech Language and Communication Need (SLCN)</li></ul>
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<p style="text-align: center;"><b>2</b></p> <p>How do you ensure children who need extra help are identified early?</p>	<p><b>Pupils are identified as having SEND, and their needs assessed, through :</b></p> <ul style="list-style-type: none"><li>• information passed on from other Nurseries and previous primary schools;</li><li>• end of Key stage results and progress data;</li><li>• feedback from teaching staff and observations;</li><li>• Referrals/concerns from parent/carers;</li><li>• SEND concern forms are used by teachers to flag up concerns about progress or ask for extra support from the SENCO's.</li><li>• Speech and language screening in Nursery</li></ul> <p><b>Specialist assessments</b> can be carried out by Speech and Language, an SEN consultant and the Educational Psychologist</p>
<p style="text-align: center;"><b>3a</b></p> <p>How do you judge whether the support has had an impact?</p>	<ul style="list-style-type: none"><li>• Progress meetings are held after each data point and individual children are discussed and their progress evaluated.</li><li>• Monitoring of interventions takes place by the SENco.</li><li>• Interventions are tracked at the start and the end to monitor how effective they are.</li></ul>

<p style="text-align: center;"><b>3b</b></p> <p>What arrangements do you have for assessing and reviewing pupils' progress?</p>	<p><b>At Carrfield Primary Academy we:</b></p> <ul style="list-style-type: none"> <li>• track data each half term and hold pupil progress meetings with teachers to review individual progress;</li> <li>• hold SEND reviews three times a year;</li> <li>• complete annual reviews for children with Education, Health, Care (EHC) plans or Statements;</li> <li>• hold reviews 3 times a year for children with a My Plan;</li> <li>• hold regular parent evenings.</li> </ul>
<p style="text-align: center;"><b>3c</b></p> <p>How do you teach children with SEND?</p>	<p><b>Provision for SEN pupils includes :</b></p> <ul style="list-style-type: none"> <li>• "Quality First Teaching", with appropriate differentiation in place;</li> <li>• extra adult support in classrooms;</li> <li>• personalised provision through time limited interventions;</li> <li>• personalised provision through the use of resources and specific teaching strategies</li> <li>• a school funded KS1 IR provides small group support for children with very complex difficulties.</li> <li>• a KS2 Nurture group providing specialist support for children with social or emotional difficulties.</li> </ul>
<p style="text-align: center;"><b>3d</b></p> <p>How do you adapt the curriculum and learning environment for pupils' with SEND?</p>	<p><b>At Carrfield Primary Academy provision includes:</b></p> <ul style="list-style-type: none"> <li>• different strategies used in the classroom setting.</li> <li>• small group teaching that targets specific levels of progress;</li> <li>• differentiated resources and teaching styles;</li> <li>• appropriate choices of texts and topics to suit the learner;</li> <li>• access arrangements for tests and or examinations;</li> <li>• additional adult (TA) support in every class;</li> </ul>

<p style="text-align: center;"><b>3e</b></p> <p>How accessible is your school environment?</p>	<ul style="list-style-type: none"> <li>• Rooms used by pupils are all on one level (ground floor).</li> <li>• There are disabled toilets across the building.</li> <li>• Classes use visual resources such as visual timetables.</li> <li>• Staff in Foundation are trained in basic Makaton signing which they use to support language development.</li> <li>• The playground is painted to support children who are visually impaired.</li> <li>• Training is arranged from specialist teams to support learners with medical needs such as diabetes, tube feeding, epilepsy and allergies.</li> </ul>
<p style="text-align: center;"><b>3f</b></p> <p>How do you support the development of good social, emotional and mental health for children with SEND?</p>	<p><b>At Carrfield we offer:</b></p> <ul style="list-style-type: none"> <li>• An anti-bullying policy that is supported by annual anti-bullying weeks.</li> <li>• An E-safety policy that is supported by assemblies.</li> <li>• Interventions targeted to children's identified needs delivered by TAs with the necessary training.</li> <li>• Pupil Voice via the School council.</li> <li>• Specialist support from CAMHS and the Educational Psychologist.</li> <li>• A Home-School Liaison Officer who provides a strong link between parent/carers and school.</li> <li>• Care plans for children with long term medical needs are written and reviewed annually.</li> <li>• A member of the safeguarding/inclusion team attends all Team around the Child/Family meetings.</li> </ul>

<p>How are children with SEND enabled to engage in activities within school?</p>	<ul style="list-style-type: none"> <li>• Individual risk assessments are written to enable ALL children to attend school trips and visits. Support required will be identified and arranged in these risk assessments.</li> <li>• The school ensure that children with social and emotional difficulties and medical needs have access to after school clubs and our breakfast club.</li> </ul>
<p style="text-align: center;"><b>4</b></p> <p>Who is your SEND Co-ordinator?</p>	<p>Our SEND co-ordinator for the whole school is.</p> <p>Sophie Ramshaw (SENDco) 01709893121</p> <p>Sophie.ramshaw@astreacarrfield.org</p> <p>Our Inclusion Governor is: Nicola Law</p> <p>Parent/Carers with safeguarding concerns should contact a member of our safeguarding team – Andrew Crossley and Cheryl Ramsbottom.</p>
<p style="text-align: center;"><b>5</b></p> <p>What training have the staff supporting children with SEND had, or are currently having?</p>	<ul style="list-style-type: none"> <li>• Staff in Nursery and Reception classes are trained in basic Makaton signing which they use to support language development.</li> <li>• Staff in different areas of the school have been trained by the Speech and Language Team to deliver specific language programmes.</li> <li>• Staff across the school have had training in Lego therapy .</li> <li>• TAs have training sessions every week based on areas of the curriculum and</li> </ul>

	<p>how to deliver interventions.</p> <p>They have also had training in the following areas:</p> <ul style="list-style-type: none"> <li>• Delivery of interventions such as PAT, Time to Talk, 5 point scale, Catch up reading.</li> <li>• Phonics</li> <li>• Team Teach training.</li>   <li>• The Principal has completed the SENCO Award.</li>   <li>• Carrfield Primary Academy acknowledges that at times we need specialist advice and we buy in support from external agencies such as the Educational Psychology Service and the Speech and Language Team, BESST.</li> </ul> <p>Training for medical needs within school is updated annually or as needed. Staff are currently trained to support:</p> <ul style="list-style-type: none"> <li>• Allergies (epipens)</li> <li>• Diabetes</li> <li>• Peg feeding</li> <li>• Epilepsy.</li> </ul>
<p style="text-align: center;"><b>6</b></p> <p>How will equipment and resources be secured?</p>	<ul style="list-style-type: none"> <li>• Pupil Premium Funding</li> <li>• Funding for children with EHCPs will be spent on their provision.</li> </ul>
<p style="text-align: center;"><b>7</b></p> <p>How are parent/carers involved?</p>	<p>Carrfield Primary Academy is committed to building strong working relationships with parent/carers. We do this in a variety of ways including:</p> <ul style="list-style-type: none"> <li>• Newsletters</li> <li>• Attendance letters</li> <li>• Texts about key events</li> <li>• Marvelous Me</li> </ul>

	<ul style="list-style-type: none"> <li>• Coffee mornings</li> <li>• Inspire Curriculum Mornings</li> <li>• Twitter</li> <li>• Parent evenings</li> <li>• Termly One Page Profile reviews</li> <li>• Annual reviews for children with EHC plans/statements of educational need.</li> <li>• Termly SEN reviews.</li> <li>• Access to a full time Home School Liaison Officer.</li> <li>• Carers of children in care have regular reviews and target meetings led by the Looked After Children Co-ordinator (Sophie Ramshaw). The progress of these children is monitored carefully.</li> </ul>
<p style="text-align: center;"><b>8</b></p> <p>How can my child give his/her views about their education?</p>	<ul style="list-style-type: none"> <li>• School council</li> <li>• One Page Profile reviews</li> <li>• Annual reviews</li> <li>• Children’s views are also asked as part of our lesson review process.</li> <li>• Questionnaires</li> </ul>
<p style="text-align: center;"><b>9</b></p> <p>How are complaints dealt with?</p>	<ul style="list-style-type: none"> <li>• See School complaints procedure which can be accessed via our school website on the ‘raising a concern’ page.</li> </ul>
<p style="text-align: center;"><b>10</b></p> <p>How are the Governors involved and what are their responsibilities?</p>	<ul style="list-style-type: none"> <li>• The SENco contributes information when requested which is presented at the Governors meetings. Reports give information regarding the progress of children with SEND but do not refer to individuals so that confidentiality is maintained.</li> <li>• We have a designated inclusion governor: Nicola Law, who is the safeguarding lead for Astrea Academy Trust.</li> </ul>
<p style="text-align: center;"><b>11</b></p> <p>What specialist services are available to the school?</p>	<ul style="list-style-type: none"> <li>• The school works with a SEN specialist consultant who advises teachers and the SENco on strategies to implement. She is also qualified to screen children.</li> </ul>

	<p>We work closely with outside agencies such as BESST, the Local Nursing Team, CAMHS, the Hearing Impaired Service and Social Care.</p> <ul style="list-style-type: none"> <li>• Carrfield Primary Academy buys in support from BESST, the Speech and Language Team and the Educational Psychology Service.</li> <li>• Carrfield works closely with the Astrea SEND Team.</li> <li>• Behavior Support Team</li> </ul>
<p style="text-align: center;"><b>12</b></p> <p>How do you support pupils' with SEND in transition?</p>	<p>At Carrfield Primary Academy we support transition in a variety of ways including:</p> <ul style="list-style-type: none"> <li>• Inductions for children starting in Foundation, including lunch.</li> <li>• Meetings with the previous setting's SENco to identify best practice.</li> <li>• Inductions with key staff for pupils' transferring to us mid term.</li> <li>• Social stories are used to support children with SEND as they move to a new year group.</li> <li>• Transition meetings with previous and next teacher held before the end of term.</li> <li>• Transition days are planned to allow children to get to know their new teachers. Extra visits are planned for children with SEND.</li> <li>• Transition visits with secondary schools and meetings between key staff.</li> <li>• Prompt transfer of information – all information relating to Child Protection and SEND is passed on to the new school quickly.</li> <li>• The views of the child are recorded in One Page Profile reviews and these are passed to the next teacher.</li> </ul>

	<p>The One Page Profiles include strategies that work for each child as well as their strengths and areas of need.</p> <ul style="list-style-type: none"> <li>• Ambitions and strengths are recorded in Annual Education, Health, Care Plan reviews and the SEND Team works with the school to help the child achieve these in the long term.</li> </ul>
<p><b>13</b> Where is our SEND policy?</p>	<p>Our SEND policy can be found on our website on our inclusion page.</p>
<p><b>14</b> Where is your “Local Offer” published?</p>	<p>The “Barnsley Local Offer” is available on their website  <a href="https://www.barnsley.gov.uk/services/children-families-and-education/family-service-directory-fsd/our-local-offer-sen-and-disability-sen/">https://www.barnsley.gov.uk/services/children-families-and-education/family-service-directory-fsd/our-local-offer-sen-and-disability-sen/</a>  There is also a link on the school Website on the inclusion page.</p>