



Barnfields Primary School

Special Educational Needs and Disability (SEND) Policy  
& Information Report 2024 -25

*(Incorporating the Local Offer)*

## Aims of this SEND policy

The aims of our special educational need and disability policy and practice in this school are:

- To make reasonable adjustments for those with a disability by ensuring increased access to the curriculum, the environment and to printed information for all
- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement  
<https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum to better respond to the four areas of need:
  1. Communication and interaction
  2. Cognition and learning
  3. Social, mental and emotional health
  4. Sensory/physical
- To request, monitor and respond to parent/carers’ and pupils’ views in order to evidence high levels of confidence and partnership
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

## What are special educational needs?

*A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. SEND Code of Practice 2014*

## **How does our school know if children need extra help?**

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers, or the pupil's previous school
- Tracking of attainment outcomes indicate a lack of progress
- Pupil observation indicates that they have additional needs in one of the four areas
  1. Communication and interaction
  2. Cognition and learning
  3. Social, mental and emotional health
  4. Sensory/physical

## **Your Child has Special Educational Needs. What can we at Barnfields Primary School offer you?**

At Barnfields we embrace the fact that every child is unique, and, therefore, the educational needs of every child are also unique; this is certainly the case for children with Special Educational Needs and Disabilities.

Below is the key information about the Local Offer from Barnfields Primary School and how we can support your child.

**Who are the best people to talk to about my child's difficulties with learning/Special Educational Needs or Disability (SEND)?**

**The Class Teacher**

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Educational Needs/Disabilities Coordinator (SENCo) know as necessary, using the agreed concerns form format.
- Writing SMART targets with clear outcomes in Personal Learning Plans (PLPs) and sharing and reviewing these with parents and pupils at least once each term and planning targets for the next term.
- Personalised teaching and learning for your child as identified on the school's provision map.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
- Involved in supporting your child's learning through specific interventions and provisions.
- To listen to children's opinions concerning their own education.

**The SENCo – Mrs. J. Davies (Has a B.Ed (Hons) degree in Special Educational Needs and a Post Graduate Certificate in Specific Learning Difficulties. She is a member of Senior Leadership Team)**

Responsible for:

- Developing and reviewing the school's SEND policy/information report.
- Coordinating all the support for children with special educational needs or disabilities (SEND).
- Ensuring that you are:
  1. Involved in supporting your child's learning.
  2. Kept informed about the support your child is getting.
  3. Involved in reviews where necessary.
  4. Liaising with all the other professionals who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology, Autism Inclusion.
  5. Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept and their views are clear on PLPs and in their One Page Profiles.
  6. Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.
  7. To carry out specific additional testing in school to form a better overall picture of a child's specific needs.
  8. To assist children with transitions between Year groups and schools.
  9. The SENCo reports to governors every term and meets regularly with the SEND Governor.

**The Head Teacher: Mr G Ball**

	<p>Responsible for:</p> <ul style="list-style-type: none"> <li>• The day-to-day management of all aspects of the school; this includes the support for children with SEND.</li> <li>• The Head teacher will give responsibility to the SENCo and class teachers, but is still responsible for ensuring that your child's needs are met.</li> <li>• The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.</li> </ul> <p><b>The SEN Governor: Mr R Harrison</b></p> <p>Responsible for:</p> <ul style="list-style-type: none"> <li>• Making sure that the necessary support is given for any child with SEND who attends the school.</li> <li>• Liaising with the SENCO to ensure that procedures are in place and are effective.</li> </ul>
<p><b>What are the different types of support available for children with SEND in our school?</b></p>	<p><b>Class teacher input, via outstanding targeted classroom teaching (Quality First Teaching)</b></p> <p>For your child this would mean:</p> <ul style="list-style-type: none"> <li>• That the teacher has the highest possible expectations for your child and all pupils in their class.</li> <li>• That all teaching is built on what your child already knows, can do and can understand.</li> <li>• Adaptive teaching strategies are in place, so that your child is fully involved in learning in class. This may involve practical strategies and use of concrete and visual materials to support. Pupils with a disability will be provided with “reasonable adjustments” in order to increase their access to the taught curriculum with facilities that parents and pupils have expressed the need for.</li> <li>• Those specific strategies (which may be suggested by the SENCo) are in place to support your child to learn and advice from other professionals is followed.</li> <li>• Your child's teacher will carefully check and monitor your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress. This is discussed in Termly Pupil Progress Meetings with Phase Leaders as well as with the SENCo.</li> </ul> <p><b>Specific group work</b></p> <p>Intervention which may be:</p> <ul style="list-style-type: none"> <li>• Run in the classroom or a group room.</li> <li>• Run by a teacher or a teaching assistant (TA).</li> </ul> <p>The quality of teaching is monitored through a number of processes that includes:</p> <ol style="list-style-type: none"> <li>1. Classroom observation by the senior leadership team and external verifiers.</li> <li>2. Termly Learning Conferences carried out by Senior Leadership Team.</li> <li>3. On-going assessment of progress made by pupil in specific intervention groups through Target Tracker</li> <li>4. Work sampling on a regular basis.</li> <li>5. Scrutiny of planning (termly)</li> <li>6. Teacher meetings with the SENCo</li> <li>7. Pupil and parent feedback when reviewing target attainment</li> </ol>

8. Whole school pupil progress tracking
9. Attendance and behaviour records

All pupils have individual curriculum targets set in line with national outcomes to ensure ambition. These are discussed with parents at events such as Parents Evenings and pupils' attainments to meet these targets are tracked using the whole school tracking system. Pupils who do not make expected levels of progress are identified very quickly and are discussed in termly meetings that are undertaken between the class teacher, Phase Leader and other members of the Senior Leadership Team.

Where it is decided that action is required to support increased rates of progress, this will follow an: Assess, Plan, Do and Review model. An individual assessment of the pupil may also be undertaken in order to make an accurate assessment of their needs. Parents will be invited to this early discussion to support the identification of action to improve outcomes. Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the adaptive teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil. When school wish to monitor pupil progress closely whilst initial assessments and interventions take place, the pupil may be placed on the SEN Awareness register with the agreement of parents.

If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCo. Parents will be informed that the school considers their child may require SEND support and their partnership sought in order to improve attainments.

SEN support will be recorded on a Personal Learning Plan that will identify a clear set of SMART Targets. Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupils before Next Steps are agreed and a new Personal Learning Plan is put in place.

If progress rates are still judged to be inadequate despite the delivery of quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken when parent permission has been obtained.

#### **Specialist support from outside agencies**

In accordance with the SEND Code of Practice 2014 a child who is on SEN Support may require the involvement of an outside agency. Parent permission is always sought for this and teachers are given guidance to set Targets to meet the child's needs.

#### **What could happen:**

You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school. The specialist professional will work with your child and school staff to understand their needs and make recommendations.

#### **Specified Individual support**

	<p>This type of support is available for children whose learning needs are severe, complex and lifelong. This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.</p> <p>This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.</p> <p>Your child will also need specialist support in school from a professional outside the school. This may be from the Local Authority (e.g. Special Educational Needs and Inclusion Service) or outside agencies such as the Speech and Language Therapy (SALT) Service.</p> <p><b>For your child this would mean</b></p> <p>The school or parents can request that Local Authority to carry out an Education, Health and Care Needs Assessment. This is a legal process which sets out the amount of support that will be provided for your child. An application can be made if school are able to show that advice from outside agencies has been sought and acted upon and there is at least two full cycles of the Assess, Plan, Do, Review process. Parents are also required to contribute to this process. An EHCNA can be initiated by school, parents or other agencies that work with the child. After the request has been made to the 'Panel of Professionals', they will decide whether they think your child's needs (as described in the paperwork provided), meet the criteria for a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). The EHC Plan will outline support on a needs led basis. The report will contain long and short-term outcomes for your child. An additional adult may be used to support your child with whole class learning, run individual programs or run small groups including your child.</p>
<p><b>How can I let the school know that I am concerned about my child's progress in school?</b></p>	<p>If you have any concerns about your child's progress then please come and talk to us. You should speak to your child's class teacher initially.</p> <p>If you continue to be concerned that your child is not making progress then a meeting can be arranged with your child's class teacher and the SENCo. The SENCo can be contacted on <a href="mailto:senco_bp@barnfields.staffs.sch.uk">senco_bp@barnfields.staffs.sch.uk</a>.</p> <p>The school SEN Governor can also be contacted for support.</p>
<p><b>How will the school let me know if they have any concerns about my child's learning in school?</b></p>	<p>If your child is identified as not making progress, then we will set up a meeting to discuss this with you in more detail and to:</p> <ul style="list-style-type: none"> <li>• Listen to any concerns you may have.</li> <li>• Plan any additional support your child may need.</li> <li>• Discuss with you any referrals to outside professionals to support your child.</li> </ul>
<p><b>How are the school's resources allocated and matched to</b></p>	<p>The school receives funding to respond to the needs of pupils with SEND from a number of sources:</p> <ol style="list-style-type: none"> <li>1. A proportion of the funds allocated per pupil to the school to provide for their education (the Age Weighted Pupil Unit);</li> <li>2. The Notional SEN budget;</li> <li>3. The Pupil Premium funding for pupils who meet certain criteria.</li> </ol>

<p><b>children's special educational needs?</b></p>	<ol style="list-style-type: none"> <li>4. An individual Education, Health and Care Plan (EHCP) may come with additional funding allocated. Parents and school will work together to see how this funding is used. You will be told if this means you are eligible for a personal budget. This must fund any agreed plan.</li> <li>5. Currently, AEN funding can be applied for whilst evidence is gathered for an EHCP. This funding option is due to cease in January 2024.</li> <li>6. Individual Needs Funding can be applied for if a child requires a very specific support on a short term basis.</li> </ol> <p>Funding may be used to provide the equipment and facilities to support pupils SEND through:</p> <ul style="list-style-type: none"> <li>• In-class support from teaching assistants</li> <li>• Small group support from teaching assistants e.g. nurture groups, literacy and numeracy support</li> <li>• Specialist support from teachers e.g. 1:1 tuition</li> <li>• Support from external agencies e.g. Educational psychologist, behavioural support, speech and language support.</li> <li>• Parent workshops</li> <li>• Provision of specialist resources e.g. learning/assessment software</li> <li>• CPD relating to SEND for staff</li> </ul> <p>For pupils with SEND that do not have an Education Health and Care plan, the decision regarding the support required will be taken at joint meetings with the Headteacher, SENCo, class teacher, parents and the child. For pupils with an Education, Health or Care plan, this decision will be reached when the plan is being produced or at an Annual Review.</p>
<p><b>Who are the people providing support to children with SEND in this school?</b></p>	<p><b>School Provision</b></p> <ul style="list-style-type: none"> <li>• Class teachers are responsible for the SEND pupils in their class.</li> <li>• Additional teachers responsible for teaching SEND groups/individuals on a part-time basis.</li> <li>• SENCo and TAs who run a Morning Club for targeted pupils.</li> <li>• Teaching Assistants and HLTAs working in the classroom, or with intervention groups with either individual children or small groups.</li> <li>• Trained staff offering support for children with emotional and social development through our HOPE (Helping Our Pupils Emotions), intervention, Social Skills Nurture and Friendship groups.</li> <li>• Sports Coach and Teaching Assistants leading motor skills sessions to support children with physical needs.</li> </ul> <p><b>External Agency Provision delivered in school</b></p> <ul style="list-style-type: none"> <li>• Autism Inclusion Team</li> <li>• Hearing Impairment team</li> <li>• Visual Impairment team</li> <li>• Educational Psychologist Service</li> <li>• Educational Welfare Officers</li> <li>• Physiotherapists</li> <li>• Social Services</li> </ul>



	<ul style="list-style-type: none"> <li>• Speech and Language Therapy</li> <li>• School Nurse</li> <li>• Occupational Therapy</li> <li>• CAMHs (Child and Adolescent Mental Health Service)</li> <li>• Family Support Services</li> </ul>
<p><b>How are teachers in school helped to work with children with SEND, and what training do the teachers have?</b></p>	<p>The SENCo supports the class teacher with assessment, training and planning for children with SEND.</p> <p>The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEN issues, such as Autism Spectrum Disorder (ASD), speech and language difficulties and Social, Emotional Mental Health difficulties.</p> <p>Individual teachers and support staff attend training courses run in house and by outside agencies that are relevant to the needs of specific children in their class, e.g. from the Autism Outreach Team and Enhanced AOT, Speech and Language Therapists, Maths training, Physiotherapy programs, Active Literacy, precision teaching, how to support pupils with dyslexic traits, attendance at SENCO updates and many more. In house training is provided by the SENCo for both teachers and TAs.</p>
<p><b>How will the curriculum be matched to my child's needs?</b></p>	<p>Teachers plan using pupils' achievement levels, adapting tasks to support pupils of all abilities in the classroom. Further adaptations and support is directed to pupils on the SEN Support register so that they can achieve their targets and make progress. Additional support that may include specialised equipment or resources, ICT and/or additional adult help.</p>
<p><b>How will I know how my child's doing?</b></p>	<p>Attainments towards the identified outcomes will be shared with parents 1/2 termly through the school reporting system and Parent's Evenings.</p> <p>Parents are encouraged to arrange an appointment to discuss their child's progress with the class/subject teacher, the SENCo or a member of the senior leadership team. Please contact the school office or SENCo who will arrange one from you. The SENCo can be contacted on <a href="mailto:senco_bp@barnfields.staffs.sch.uk">senco_bp@barnfields.staffs.sch.uk</a>.</p> <p>Children are regularly assessed by the class teacher to monitor progress and this progress is reported to parents each term. Reported assessments take place in Year 1, Year 4 and Year 6. At the end of Year 1 children undergo a Phonics Screening Assessment. Those children who do not pass this will continue to receive support in Year 2 and will retake the assessment at the end of Year 2. The Multiplication Check is carried out at the end of Year 4. Keys Stage 2 SATs are completed during the month of May in Year 6. Pupils with additional needs may require Access Arrangements for assessments and the SENCo and the Class Teacher will ensure that every child has the support that they need. This support should always reflect what is provided on a day-to-day basis in the classroom.</p> <p>Where necessary, children will have a Personal Learning Plan containing SMART targets set out by class teacher, SENCO by outside agencies specific to their needs. SMART targets will be set and designed to accelerate learning and close the gap. Progress and outcomes against these targets will be reviewed regularly with the child and parents, evidence for judgments assessed and a future plan made.</p>

	<p>The progress of children with an EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education. Where appropriate, the pupil will attend and their views will form an important part of the review.</p>
<p><b>How will you help me support my child's learning?</b></p>	<p>The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used. The SENCo is also available to meet with you to discuss your child's progress or any concerns/worries you may have. All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.</p> <p>The school website is a good starting place to find resources to help support your child. It can be found at <a href="http://www.barnfields.staffs.sch.uk">www.barnfields.staffs.sch.uk</a>. It includes links to websites and resources that we have found useful in supporting parents to help their child learn at home. Key policies and documents, such as information on the methods used to teach mathematics in school are also available here. In addition see the useful websites below:</p> <p>Autism  <a href="http://www.autism.org.uk">http://www.autism.org.uk</a></p> <p>Dyslexia  <a href="http://www.bdadyslexia.org.uk">http://www.bdadyslexia.org.uk</a></p> <p>Dyspraxia  <a href="http://www.dyspraxiafoundation.org.uk">http://www.dyspraxiafoundation.org.uk</a></p> <p>SaLT  <a href="http://www.private-speech-therapy.co.uk">http://www.private-speech-therapy.co.uk</a></p> <p>Early Years  <a href="http://www.foundationyears.org.uk">http://www.foundationyears.org.uk</a></p>
<p><b>How is Barnfields Primary School accessible to children with SEND?</b></p>	<ul style="list-style-type: none"> <li>• The school is fully compliant with DDA requirements and has an Accessibility Plan.</li> <li>• The school has easy access double doors and ramps.</li> <li>• There are two disabled toilets.</li> <li>• We ensure wherever possible that equipment used is accessible to all children regardless of their needs.</li> <li>• After-school provision is accessible to all children, including those with SEND.</li> <li>• Extra-curricular activities are accessible for children with SEND.</li> </ul>
<p><b>How will we support your child when they are joining/leaving this school or moving to another class?</b></p>	<p>We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.</p> <p><b>On entry:</b></p> <ul style="list-style-type: none"> <li>• A planned programme of visits are provided in the Summer Term for pupils starting in September.</li> <li>• Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.</li> </ul>

- The SENCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another school, the previous school records will be requested immediately and a meeting will be set up with parents to identify and reduce any concerns.

#### **If your child is moving to another school:**

- We will contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENCo from the new school.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a transition booklet to support them in understand moving on, then one will be made for them.

#### **When moving classes in school:**

- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. As part of the transition between classes, One Page Profiles are created with parent and pupil input to ensure that the new class teacher has key information about the pupil's needs. Personal Learning Plans and previous provisions will be shared with the new teacher and all documentation and resources will be passed to the next teacher in SEND Class Files.
- It may be felt that a pupil who is not on the SEND register but has some additional needs, a One Page Profile can be produced for them.
- Pupils who struggle with transitions and coping with change will have support during the Summer Term to help them manage the transition smoothly. Some pupils may have additional visits to their new teacher and produce transition booklets which can be taken home over the Summer holidays to be shared.

#### **Transition to High School (Y6):**

The transition programme in place for pupils in Y6 provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND and identified on the website

The annual review in Y5 for pupils with an Education, Health and Care plan begins the process where parents are supported to make decisions regarding secondary school choice.

Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but accessible.

Parents will be enabled to consider options for the next phase of education and may wish to request support from SENDIASS – information is provided in the school entrance and through the link below.

Accompanied visits to other providers may be arranged as appropriate. For pupils transferring to local schools, the SENCos of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.

	The records of pupils who leave the school mid phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.
<b>What support will there be for my child's overall well being?</b>	<p>The school offers a wide variety of pastoral support for pupils. These include:</p> <ul style="list-style-type: none"> <li>• An agreed PSHE curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.</li> <li>• Pupil and Parent voice mechanisms are in place and are monitored for effectiveness by the Governor for responsibility for this area.</li> <li>• Small group evidence-led interventions to support pupil's wellbeing are delivered to targeted pupils and groups. These aim to support improved interaction skills, emotional resilience and wellbeing.</li> <li>• The school has gained School Games Gold Mark, which evidences the work undertaken within the school to supports pupils' wellbeing and mental health.</li> <li>• HOPE (Helping Our Pupils Emotions) programme of support with trained HLTA and TA.</li> </ul> <p><b>Pupils with medical needs</b></p> <ul style="list-style-type: none"> <li>• Pupils with medical needs will be provided with a detailed Health Care Plan, compiled by the school and when required the school nurse in partnership with parents and if appropriate, the pupil themselves. Staff who administer medicine complete training and are signed off by the school nurse as competent. All medicine administration procedures adhere to the LA policy and DfE guidelines included within <b>Supporting pupils at school with medical conditions (DfE) 2014</b></li> </ul>
<b>How do you support children's Mental Health?</b>	<p>The school recognises that short-term stress and worry is a normal part of life and that most pupils will face mild or transitory changes that induce short-term mental health effects.</p> <p>It is recognised that adaptations may need to be made so that children with SEMH difficulties are able to access all aspects of school life. Staff members will observe, identify and monitor the behaviour of pupils potentially displaying signs of SEMH difficulties.</p> <p>Safeguarding of pupils is our priority and staff are trained in recognising signs and contributing factors regarding children's mental health needs. The school is committed to identifying pupils with SEMH difficulties at the earliest stage possible. Staff members are mindful that some groups of pupils are more vulnerable to mental health difficulties than others; these include LAC, pupils with SEND and pupils from disadvantaged backgrounds</p> <p>There are clear policies and processes in place to reduce stigma and make pupils feel comfortable enough to discuss mental health concerns. Pupils will know where to go for further information and support should they wish to talk about their mental health needs or those of others.</p>

**Who can I contact for further information or if I have any concerns?**

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the following:

- School Office: 01785 337320 office@barnfields.staffs.sch.uk
- The SENCo: senco\_bp@barnfields.staffs.sch.uk
- The Headteacher: headteacher@barnfields.staffs.sch.uk

- Your child's class teacher
- For complaints please contact the School Governor with responsibility for SEND (Mr M Ball)

### Support services for parents of pupils with SEN include:

**SENDIASS -Staffordshire Family Partnership** [SENDIASS SEND IASS - Staffordshire Family Partnership \(staffs-iass.org\)](http://staffs-iass.org)

If you have a general enquiry, would like to speak to one of the team you can contact them in the following ways:

Telephone: 01785 356921    Email:    [sfps@staffordshire.gov.uk](mailto:sfps@staffordshire.gov.uk)

#### **Family Fund**

- <https://www.familyfund.org.uk>
- Call on **01904 550055**

#### **Staffordshire Local Offer**

[Special Educational Needs and Disabilities \(SEND\) Local Offer | Staffordshire Connects](#) Here you will find information, support and services for children and young people aged 0-25 with special educational needs or disabilities (SEND).

### Compliance:

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Barnfields Safeguarding Policy
- Barnfields Accessibility Plan
- Teachers Standards 2012

### SEN Acronyms Used:

<b>COP</b> Code of Practice	<b>ADHD</b> Attention Deficit & Hyperactivity Disorder
<b>LEA</b> Local Education Authority	<b>ASD</b> Autistic Spectrum Disorder
<b>LAC</b> Looked After Child	<b>OT</b> Occupational Therapist
<b>CAMHS</b> Child & Adolescent Mental Health Service	<b>DCD</b> Developmental Co-ordination Disorder
<b>EP</b> Educational Psychologist	<b>ODD</b> Oppositional Defiance Disorder
<b>SEND</b> Special Educational Needs & Disability	<b>SaLT</b> Speech and Language Therapy
<b>SENCo</b> Special Educational Needs Co-ordinator	<b>HI</b> Hearing Impairment
<b>IEP</b> Individual Education Plan	<b>VI</b> Visual Impairment
<b>EHCP</b> Education, Health, Care Plan	<b>PT</b> Physio Therapy
<b>FSM</b> Free School Meals	<b>GDD</b> Global Developmental Delay
<b>BeCo</b> Behaviour Coordinator	
<b>CAF</b> Common Assessment Framework	



Staffordshire CYP  
MENTAL HEALTH SER