

Berkswich CE Primary School			
Reference Number S29b	Shared with Staff February 2026	Ratified by Governing Board February 2026	Review Date February 2027
Policy Title	Special Educational Needs and Disabilities Information Report		

Intent

Berkswich CE prides itself on being an inclusive Church of England school, where our Christian values underpin our commitment to nurturing every child.

Assessment of need begins promptly in the Early Years Foundation Stage. All children with SEND are fully integrated into lessons and the broader school community. Many children with additional needs take on leadership roles - serving as school council members, reading leaders and buddies to younger pupils, reflecting our value of service to others.

Staff members, including lunchtime support staff, receive regular training and can discuss individual children's needs with the SENDCo daily. We adopt a restorative approach to behaviour, recognising that behaviour is a form of communication - an approach rooted in our Christian

ethos of forgiveness, understanding and reconciliation. By developing deep knowledge of our pupils, particularly those on the SEND register, we can tailor their experiences to ensure they access, thrive in and feel fully included in all aspects of school life. As a Church of England school, we believe every child is uniquely created and valued, and our inclusive practice reflects this foundational belief.

Please refer to the Berkswich CE Primary School SEND Policy for more information.

What are special educational needs?	A child or young person is identified as having special educational needs (SEND) when they face learning challenges or disabilities that require extra or different support to access their education. For children from age two onwards, this means providing educational support that is either additional to, or different from, what is usually available to children of the same age in mainstream schools or early years provisions.
How does Berkswich CE Primary School know if children need extra help?	We know that a child needs extra help when: • They are making less than-expected progress given their age and individual circumstances • Their progress is slower than that of their peers • There is a gap between the child's attainment and that of their peers • The gap in attainment widens over time • They require additional adult support to access the curriculum • They require additional resources to support their learning
What types of needs are supported at Berkswich CE Primary?	Berkswich provides SEND support for children with the following types of needs: • Cognition and Learning • Communication and Interaction • Sensory and/or Physical • Social, emotional and Mental Health • Health Needs • Pastoral Needs

How do you support medical needs?	At Berkswich, we take the health and well-being of all our pupils seriously. We work closely with parents and carers to ensure that any medical or health-related needs are identified, recorded, and safely managed whilst children are in school. At the start of each academic year, parents and carers are asked to complete a Health and Care Plan via Microsoft Forms. This allows us to gather and update information regarding any medical conditions, allergies, or dietary needs. This information is used to create an Individual Health Plan for each child, which ensures that all relevant staff are informed and prepared to provide appropriate care and support. Individual Health Plans are shared with parents and carers at the start of each term, allowing them to make any updates. It is important that any changes to a child's medical condition or emergency contact details are communicated to the school promptly so that records remain accurate and up to date. All medical information is held securely and shared only with members of staff in order to support the child effectively. If a child's medical needs change or an Individual Health Plan is no longer required, parents and carers are asked to notify the school so that records can be updated accordingly. If you have any questions or concerns regarding your child's health and care needs whilst in school, please do not hesitate to contact us.
What support will there be for my child's overall well-being?	Berkswich CE Primary School delivers comprehensive pastoral care grounded in Christian values, supporting children through ELSA (Emotional Literacy Support Assistants) and emotion coaching approaches. Key Support Areas: - Early intervention from EYFS onwards - Nurture provision and emotional literacy development - Mental health and well-being initiatives - Family engagement and partnership - Transition support at key stages or when required - Bereavement and loss support The school adopts a restorative approach to behaviour, understanding it as a form of communication. Staff receive ongoing training and collaborate closely with the pastoral team, including the SENDCo, to create personalised support for each child. We work in partnership with external agencies, including Educational Psychologists, CAMHS, Speech and Language Therapy and other specialist services.

What should I do if I think my child may have Special Educational Needs?	If you have concerns about your child's learning or development, we're here to help. Begin by speaking with your child's class teacher. They can meet with you before or after school by appointment, or you can speak with them at our termly Parents and carers' Consultation Evenings. Our SENDCo is here to support you. After initial discussions with the class teacher, our Special Educational Needs and Disabilities Co-ordinator, Mrs Andrews, may become involved. Mrs Andrews can: • Suggest effective strategies to help your child succeed at school and at home • Complete assessments to better understand your child's individual learning profile • Recommend and support referrals to specialist services if needed • Work with you to plan the most appropriate next steps You can arrange to meet Mrs Andrews by calling the school office on: 01785 337360 or emailing her at senco@berkswich.staffs.sch.uk
How will Berkswich CE Primary School support my child?	We work with parents and carers to identify ways to support your child at home and in school. Helpful resources and advice can be found on the school website and we are happy to help you access these. Your child may be included in intervention groups if the class teacher feels this would benefit their learning. The SENDCo will regularly monitor progress and the impact of any interventions. Where further support is needed, referrals to outside agencies may be made with your permission. Should a higher level of support be required, an application for an EHCP may be requested.
What is the EHCP Process?	An EHC plan is a legally binding document that details a child or young person's educational, health, and social care needs. It must clearly outline each need and the specific, detailed, and quantified provision to address them. The plan names the appropriate school or setting and is legally enforceable through Judicial Review

How will the curriculum be matched to my child's needs?	We recognise that every child is unique, with their own strengths, interests, learning styles and areas for development. Matching our curriculum to your child's individual needs is at the heart of our teaching approach and we achieve this through careful assessment, thoughtful planning, and flexible delivery. From the moment your child joins us, we take time to understand them as a learner. We gather information from you as parents, from previous settings and through our own observations and assessments. This helps us build a comprehensive picture of where your child is in their learning journey, what motivates them and what support they might need to thrive. In the classroom, we use a range of teaching strategies to meet diverse needs. This might include differentiated activities where children work on the same concept but at different levels of challenge, targeted questioning that stretches thinking, or additional resources and scaffolding for those who need extra support. Our teaching assistants work alongside teachers to provide focused interventions and small-group work, allowing us to provide more intensive support where needed whilst ensuring others continue to be challenged and extended. We continuously monitor your child's progress through regular assessment, both formal and informal. This ongoing approach means we can quickly identify if your child needs additional challenge, a different approach, or extra support in particular areas. If we identify specific learning needs, we work collaboratively with you and where appropriate, with external specialists to put targeted interventions in place, always ensuring that our curriculum addresses not just academic development but also your child's social, emotional, and creative growth.
How will both you and I know how my child is doing?	We believe that keeping you informed about your child's progress is essential and we're committed to maintaining open, regular communication throughout the school year. You'll have multiple opportunities to understand how your child is doing, both formally and informally. Throughout the year, we hold parent consultation meetings where you can discuss your child's progress in detail with their class teacher. These conversations cover not just academic achievement but also your child's social and emotional development, their attitude to learning, and their relationships with peers. We share examples of your child's work, celebrate their successes, and discuss any areas where they might benefit from additional support or challenge at home or school. You'll also receive regular written reports that provide a comprehensive overview of your child's attainment and progress across all curriculum areas. These reports give you clear information about what your child has achieved,

	how they're progressing against age-related expectations, and what their next steps in learning will be. We aim to make these reports informative and accessible, giving you a genuine picture of your child as a learner. Beyond these formal opportunities, we maintain an open-door policy and encourage ongoing communication. Whether through quick conversations at drop-off or collection, messages via our communication systems, or arranged meetings when needed, we're always happy to discuss how your child is getting on. We also celebrate achievements through displays of work, class assemblies, and sharing special moments, so you can see your child's learning in action. We view you as partners in your child's education, and the more we communicate and work together, the better we can support your child to flourish.
How will the SENDCo help me to support my child's learning?	• The class teacher and SENDCo will suggest additional ways to support your child • Suggestions and links to other websites can be found on the school website and we can help you access these • Each year group holds parent workshops and meetings throughout the year and these are advertised in the School Newsletter (Berkswich Times) and are featured on the school website • Intervention groups take place that your child may be involved in if the class teacher feels it would benefit their learning • The SENDCo will monitor progress and the impact of any interventions regularly • The SENDCo will refer to any outside supporting agencies following discussions and permission from parents
What specialist services and expertise are available at or accessed by Berkswich CE Primary School?	• SEND and Inclusion Team • Special Educational Needs and Inclusion Service (SENIS) • Speech and Language Service (SALT) • Behaviour Support Service • Hearing Impairment Team • Visual Impairment Team • Autism Inclusion Team (AIT) • Educational Psychologist Service • Children and Young Persons Autism Service (CYPAS) • Local Support Team (LST) • Educational Welfare Officers • Social Services • School Nurse • Local Support Team Family Support • Sickle Cell Family Support • Special School Outreach Programs

	• Early Outcome Fund Speech (EOF) Speech Support • Early Years Forum • Early Years SENDCo (Entrust) • Community Paediatrician Service • (ELSA) Emotional Literacy Support Assistant -Psychological Intervention
What training is provided for the staff supporting children with Special Educational Needs and Disabilities?	Whole school training on SEND needs are planned into the school's training diary on a termly basis. This may cover areas such as Autism, dyslexia, speech and language difficulties and social and emotional support. Should a specific area of need arise, the SENDCo will seek advice from relevant support services and arrange appropriate training for staff. Individual teachers and teaching assistants are also encouraged to attend external courses that are relevant to the needs of specific children in their class. The SENDCo attends specialist training provided by various providers, and shares key information and strategies with all staff through the termly SEND training sessions. This ensures the school remains up to date with best practice to improve outcomes for pupils with SEND. The school also receives regular visits from the Educational Psychology Service Team, who provide advice to support the progress of individual pupils. The Governor with specific responsibility for SEND has completed the relevant SEND Governor training.
How will my child be included in activities outside the classroom including school trips?	Children at Berkswich are encouraged fully to participate in all activities in and out of school. Berkswich is proud of its inclusive ethos and reasonable adjustments are made to include all children in all activities. This may include care plans, risk assessments, additional staff support and training to help support the activity. Communication and advice from parents are also gained and parents are welcomed to join their SEND children where this is felt appropriate or effective.

How accessible is the school environment?	In line with the SEND and Disability Act 2001 (SENDA), which builds on the principles of the Disability Discrimination Act 1995, we are committed to ensuring that children with disabilities are fully supported and not placed at a substantial disadvantage compared to their peers. This reflects both our legal obligations and our commitment to creating an inclusive and equitable learning environment. Our Responsibilities: • Make reasonable adjustments to prevent unnecessary barriers for disabled pupils • Ensure disabled students can fully access learning without being treated less favourably • Make anticipatory adjustments that demonstrate good practice for all disabled people, • not just current pupils Our Accessibility Plan focuses on three key areas: • Increasing participation of SEND or disabled pupils in the school curriculum • Improving the physical environment to enhance access to education and school services • Monitoring physical accessibility and making reasonable adjustments where possible At Berkswich, we are committed to this legislation and regularly review our accessibility policy and action plan to ensure every child can thrive and reach their full potential. For a copy of our accessibility plan, please see the link on our website or request a paper copy from the school office.
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How will the school prepare and support my child to join school or transfer to a new school?	We understand that transitions can be challenging, especially for children with SEND. We take steps to make every transition as smooth as possible. Joining Berkswich (Nursery/Reception) Family visits and open evenings are available before your child starts school. Additional transition sessions and photobooks are provided for children who may find change challenging, where required. Moving to Another School We contact the new school's SENDCo to share support arrangements and all records are transferred securely and promptly. Moving Classes Within School Information, Learning Plans and Pupil Passports are shared with your child's new teachers in advance. Planning meetings are held between current and new teachers. Year 6 Transition to Secondary School Class teachers and the SENDCo discuss relevant information with secondary schools. Formal meetings are arranged between SENDCos and parents and emotional preparation is provided through our pastoral support and specialist agencies where appropriate.
How are resources identified and allocated to support children with Special Educational Needs?	Class Teachers are responsible for putting additional support in place within their classrooms. This may include deploying a teaching assistant or providing extra support themselves as part of Quality First Teaching and planning. Teaching assistants deliver specific interventions on a weekly basis, which may involve working with small groups or on a one-to-one basis. The SENDCo regularly assesses the impact of these interventions to ensure they are effective.

	All additional provision is arranged by the SENDCo and allocated according to the needs of individual pupils. Where possible, advice is sought from specialist agencies to ensure the most appropriate resources are matched to each child's needs. The SEND budget is allocated each financial year and is used to fund a range of support, including staff deployment, intervention resources, outside agency and specialist services, training, and specialist equipment. Resources are allocated based on individual pupil needs and their barriers to learning, and the impact of all interventions is reviewed and monitored regularly. Where the support required for a child exceeds what can be provided through the notional SEND budget, the school will consider applying for additional funding, provided it can be demonstrated that the pupil requires a higher level of support
How are parents involved in Berkswich CE Primary School? How can I be involved?	This may be through: • Regular discussions with the class teacher via teacher@ email addresses • Parent's evening consultations • Discussions with the SENDCo • Discussions with other professionals / outside agencies • Parents are encouraged to comment on their child's IEP with possible suggestions that could be incorporated • Parents will be invited to a termly meeting with the SENDCo to discuss IEP targets • Workshop sessions held with the class teacher Berkswich endeavours to work in partnership with parents wherever possible and plans a variety of events throughout the school year, where parents are invited into school. These may include; learning together sessions, open book afternoons, celebration assemblies, charity events, sporting and musical events and family lunches. Information about these events are included on the weekly newsletter (Berkswich Times) and featured on the school website. Berkswich encourages parents and other members of the community to volunteer within the school and this can be arranged through speaking to the Headteacher or Deputy Headteacher.

Who can I contact in school for further information?	Your Child's class teacher's email can be obtained by ringing the school office on 01785 337360. Mrs Lisa Andrews, our school SENDCO, can be contacted either through discussions with your child's class teacher or directly via: senco@berkswich.staffs.sch.uk 02785 337360
Where can I seek additional information?	• I Can (SLCN): www.ican.org.uk • The Communication Trust (SLCN): www.thecommunicationtrust.org.uk • Autism Education Trust: http://www.autismeducationtrust.org.uk/ • National Autistic Society (ASD): http://www.autism.org.uk • NatSip (National Sensory Impairment Partnership): www.natsip.org.uk • National Deaf Children's Society: http://www.ndcs.org.uk/ • Royal Society for Blind Children: http://www.rsbc.org.uk/ • Inclusion Development Programme (offers CPD in many areas): http://www.idponline.org.uk/ • MIND (SEMH): www.mind.org.uk • The Anna Freud National Centre for Children and Families (SEMH): http://www.annafreud.org/ • Down's Syndrome Association: www.downs-syndrome.org.uk • Mencap (cognition and learning): www.mencap.org.uk • Staffordshire's Local Offer: Staffordshire Connects The Class Teacher is the first point of contact for parents. The SENDCo and Head Teacher are also available to support parents and address any concerns or queries. If you wish to speak with our SEND School Governor, please contact the school office on 01785 337360. Support services for parents of pupils with SEND include: • Staffordshire SEND Family Partnership https://www.staffordshireconnects.info/kb5/staffordshire/directory/service.page?id=N1WTd8-SHWM

	Staffordshire Connects Website • This website contains Staffordshire’s Local Offer, which describes the vision that is available for children and young people with special educational needs and disabilities, and their families. This website helps families by gathering the information needed all in one place. https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page IPSEA • Independent Provider of Special Education Advice (known as IPSEA) is a registered charity (number 327691) operating in England. IPSEA offers free and independent legally based information, advice and support to help get the right education for children and young people with all kinds of special educational needs and disabilities (SEND). We also provide training on the SEND legal framework to parents and carers, professionals and other organisations. https://www.ipsea.org.uk/Pages/Category/get-support
How do I make a complaint?	Parents can raise concerns about the SEND provision by contacting their child’s class teacher, SENDCo, a member of the leadership team or the Headteacher. If the concern is not resolved informally, parents may lodge a formal complaint. The procedure for lodging a formal complaint is outlined in the complaints policy on our school website.

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