Inclusion Matters…Because every child matters

Special Educational Needs

Information Report

The Great Barwell Compass

2026-2027

Inclusion Matters…

Because every child matters

Our vision for our school

Love thy neighbour in a flourishing school community. A community with Jesus' protective love at heart, embracing inclusivity with the highest expectations for all, both academically and behaviourally. A community that nurtures individuals as a whole, their mind, body and spirit. A loving, knowledgeable community building a rich, challenging curriculum for all.

Our vision for SEN

Below is our vision for SEN within our school. All aspects of what we do in school should help us to achieve this vision for our children with SEN.

Inclusion matters…because every child matters. We want our children with SEND to achieve exceptionally well by having high expectations of them and being ambitious for what they can achieve. We will do this by being meticulous about identifying their needs and responding to data. We will listen intelligently to the children, their families, school staff and external agencies so that we become a real team around each child. We will provide a wide, rich set of experiences, alongside an ambitious, well thought out curriculum that enables children to lead fulfilling lives and be prepared for their transition to Key Stage 3.

SEND in our school

As you enter our school, we have the following quotation: 'Whatever your background, disability, gender, identity, learning difficulty, nationality, religion or sexual orientation, you are the person God made you to be. Everyone is different, everyone is equal'. We take the Equality Act 2010 extremely seriously and actively promote and educate all of our children about everyone's responsibilities in regards to this so that **Everyone is Welcome in our School**. So all visitors know where we stand, the following sign is on our entrance door:

'By entering our school you are agreeing to treat everyone with dignity and respect as people created in the image of God'



Therefore we ensure that anyone with a disability or medical condition is not 'tolerated' in our school but are made to feel welcome and an integral part of our school family.

For children with Special Education Needs, we cater for the four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

However, it is import to note that we use a **needs first approach** in our school. This means that we react to a child's needs regardless of their area of need or any diagnosis.

Who is who?

We have an Inclusion Matters Team! We believe that this important area of education should not be delegated to one person in isolation but rather should be a team effort. We work closely together for the individual needs of each child. Here is our team:

Mrs Rudland:

Mrs Rudland is our SENDCo for our school. She works with relevant members of staff in school to ensure that the correct provision is in place for all of our children with special educational needs and disabilities. She also liaises with external professionals to provide guidance to teachers and support children and families. Mrs Rudland also has specific responsibility for Looked After Children and previously Looked After Children. She also leads on our strategy to support disadvantaged children.

Jodie Robinson:

Jodie is our Family Link Worker. Her job is to work with families to ensure that our provision supports the needs of the whole child and is also our Senior Mental Health Lead. She takes a strategic lead in our pastoral support.

Miss McGlynn:

Miss McGlynn supports children with high needs behaviour within our school. Her job is to work with our children to make sure that they feel safe and secure and are showing the correct behaviour for learning.

If you would like to contact anyone in the Inclusion Matters team, please contact school by phone on 01455 842047, by email at admin@dsatbarwell.org or see us on the Front Yard where at least one of the Inclusion Team is on duty in the morning and after school. We are here to help.

SEND in our school

If a member of staff or family member raises a concern about a child's needs, it is passed onto Jodie Robinson as the Designated Safeguarding Lead (DSL). She will decide if this is a safeguarding concern or another type of concern. If the concern is in regards to the progress that children are making or the gap between a child and their peers is widening, the class teacher should initiate First Steps.

First steps:

First steps is where a class teacher puts in place some additional strategies to help a child with their learning and/or social and emotional needs matched to their broad area of need. Families will always be contacted and informed when First Steps is initiated and this will be logged on CPOMs (our electronic secure tracking system).

Assess:
If a child continues to be a concern despite additional strategies being put in place, an assessment is carried out by the class teacher. A child will be identified as being a concern if:

- their progress is significantly slower than that of their peers starting from the same baseline*
- they fail to match or better their previous rate of progress*
- they fail to close the attainment gap between the themselves and their peers or
- the attainment gap widens

*these two bullet points include progress in its widest sense, for example, children's social and emotional needs.

The assessment will include information about:

- the child's broad area of need
- what concerns there are
- what strategies have already been tried and their impact
- the child's views
- the views of the family
- Attendance information
- Outcomes of any assessments
- Observations made in class and at other times of the school day
- Any interventions that the child is or has received and the impact of these

The SENCo will review the information presented and will make a decision to either:

- Place the child on the SEN Record at SEN SUPPPORT
- Place the child on the SEN Record at SEN SUPPPORT PLUS and support the class teacher to request additional support from external agencies
- The child is not placed on the SEN Record and the reasons for this are detailed and passed to the class teacher

Plan:
From the information gathered, the SENCo will plan write a plan detailing the identified needs, outcomes for the end of Key Stage 2 and what provision should be put in place. The plan will be reviewed annually by the Team Around the Child (TAC).

Do:
The class teacher is then responsible for breaking the plan down into manageable actions and what needs to happen when. They will create an individual timetable to show where the support will be put in place. Throughout the 'do' process, they will monitor children's progress and liaise with any adults who are providing additional support beyond the classroom. They will direct any support staff who are working directly with a child.

Review:
A TAC meeting will happen once a year where the SENDCo, the class teacher, the family and any additional adults supporting will be involved. They will review the plan and decide if it is still relevant and what progress has happened towards achieving the end of KS2 targets. They will also make a decision on whether the support is at the right level or a change in status is needed. The child's views will be represented throughout. In Year 6, a Transition Meeting will be held in the Autumn Term to focus on provision in the lead up to moving onto KS3. The class teacher will hold review meetings with families each term to discuss progress against the outcomes and review the provision in light of this.

As we progress through the Assess, Plan, Do, Review cycle, we will make decisions on how best to help children to achieve. This may involve including outside agencies, for example, the Educational Psychology Service, Autism Outreach Service, Speech and Language, Early Help and so on.

Below details the cycle of review and TAC meetings:

Assess, Plan, Do, Review Cycle			
Year Group/Term	**Autumn Term**	**Spring Term**	**Summer Term**
Year 3	TAC Meeting	Review Meeting	Review Meeting
Year 4	Review Meeting	TAC Meeting	Review Meeting
Year 5	Review Meeting	Review Meeting	TAC Meeting
Year 6	Transition Meeting	Review Meeting	Review Meeting

Transition

We know that transition can be a worrying time for any child but especially those who may have special needs. Families often worry about whether the provision that they receive in one school will continue once they transfer. We take transition very seriously in our school as we want children to continue to do well despite transferring from one school to another or from one year to the next. We try to make our approach as inclusive as possible. If we feel an approach needs adapting for our SEN children, rather than make an adaption, we look at how we can change the approach as we need it to work for **all** children. We liaise closely with Barwell Infant School to get to know children with special needs as much as possible before they arrive at our school and offer additional visits to any children who may need them. As the transition from Y6 to KS3 is such a big jump, we have a Y6 Transition Meeting in the Autumn Term of Y6 to plan children's individual enhanced transition should they need it.

Teaching

Research shows us that the best way to remove barriers to achieving is to provide the very best quality teaching throughout a school. Our top priority is for every teacher to continually improve, not because they are not good enough, but because they can get better. Our approach to improving teaching is Instructional Coaching. This is where our teachers work in pairs to coach each other every two weeks.

First and foremost, our children need to be ready to learn. We have high expectations of all children that they **A**ccept the challenge, **B**e the best version of themselves, and they work on their **C**haracter (ABCs). In classes, we ask children to **S**it up straight, with good **P**osture, **A**nswer questions and **T**rack the talker or words (SPLAT). These expectations are the same in every classroom and with every adult who leads learning. This enables children to be comfortable and ready to learn and provides consistency of expectations.

Teachers continually work on how to improve outcomes for every child regardless of their starting points and the techniques they work on are consistent across the whole school. Teachers observe each other and give feedback so that we work together as a team to continuously improve our provision.

Of course, children may need adaptions to enable them to access teaching in a whole class environment. In our TAC meetings, the provision that is needed is set out in our Plan and the SENDCo is responsible for monitoring its implementation and impact. This may be adaptations to the classroom, for example, where a child sits or if they need access to additional resources, or it may be additional scaffolding to allow them support as they learn.

In some cases, gaps in children's learning mean that they need an approach that covers basic skills that are not taught in the whole class. Where this is the case, children may receive some additional small group support. If children are in interventions, we monitor their outcomes closely so that we ensure the intervention is having an impact and, when they are ready, they graduate back into class.

In some cases, children's social and emotional needs mean that they require additional support in this area. We are very lucky in our school as we have a highly skilled Pastoral Team, who deliver a range of programmes which can support children.

Our curriculum

We have worked hard to develop a curriculum that is ambitious for all children. It sets out clearly what children need to know and do in each subject across KS2. We strongly believe that all children, regardless of their SEN, need to have full access to the whole curriculum. It is tempting to think that, if children are behind in English, they should not be learning French. However, we have seen children thrive in French regardless of their other needs and we have listened to our children's feedback when they tell us how much they enjoy the wider curriculum. Therefore, if children need interventions for English, they have these during English time so that it does not interfere with the rest of the curriculum. Where interventions do occur outside of English and Maths times, we try to vary the times so children do not miss out on the same subject every week.

Wider opportunities

As well as wanting our children to know more and do more academically, we want our children to flourish and this means that we need to offer more than the best teaching, ambitious curriculum and high expectations. We need to allow children to experience more.

We have our Discovery wraparound care before and after school that is attended well by our children with SEN. We also offer sports clubs Monday to Thursday after school. We have a very varied range of music lessons and at lunchtimes, in our Explorer Time, every child gets to take part in sporting activities and extra curriculum activities. Many of these activities are aimed at supporting children with SEN, for example, teaching children to touch type because, as we know, what is good for children with SEN is good for all children! We also take children on residentials and as many visits as possible.

Bullying

We know that children with SEN or disabilities are more at risk to bullying than children who have no additional needs. As a school, we take our anti-bullying work seriously and have clear procedures in place to both educate children and deal with issues of bullying. We work with the Local Authority to maintain our Beyond Bullying Award and ensure that we are continuously improving our provision. Every incident of potential bullying is treated seriously and is dealt with by either Mrs Stewart or Jodie Robinson and we monitor occurrences and categorise them so we can see if we have any 'disablist' bullying. One of the key aspects though is relationships. The children on our SEN Record know that the SENDCo is on their side and is acting as their champion.

Representation

We want to guarantee all children have representation in our school. When giving out key roles that support running our school, for example, House Captains or the Junior Leadership Team, we ensure that children with SEN are represented.

Complaints

We sincerely hope that families feel fully involved in our work to support children who have SEN. Families have the opportunity to give their views and participate in TAC meetings. However, if you are ever concerned or feel that we are not doing well enough, please get in touch with us. If you feel that we have let you down and need to complain, then please either put it in writing and hand to the school office for the attention of Mr Ben Solly (Director of Mainstream Education at Discovery).

Data information

Below is some data to show the numbers of children with SEND in our school and their participation and outcomes in our school (based on 2025-2026):

SEND Breakdown

	Whole School	Year 3	Year 4	Year 5	Year 6
Number of children:	56	16/62	12/51	10/52	18/67
Percentage:	**24.1%**	**25.8%**	**23.5%**	**19%**	**26.9%**
Number of EHCP:	6	0	2	1	3
Percentage:	**2.5%**	**0%**	**3.9%**	**1.9%**	**4.5%**

Primary Areas of Need

Areas of need:	**Communication and interaction**	**Cognition and Learning**	**Social, emotional and mental health**	**Sensory and physical needs**	**Analysis**
Number at each area of need:	16	15	25	0	The majority of our needs are SEMH and Communication and Language with Cognition and Learning, also featuring prominently.
Percentage of SEND at each area	**29%**	**27%**	**45%**	**0%**	

Wider Opportunities

Wider opportunities:	**Music lessons**	**Sports clubs**	**Y4 Residential**	**Y6 Residential**
Percentage of SEND participation:	24%	30%	100%	80%
Analysis:	We have good participation across the school but are a little low with the number of children with SEN who are accessing music and sports clubs.			

Year 6 Outcomes 2025

SEND	Reading	65%
	Writing	71%
	Maths	59%
	Combined	53%