

# Our Local Offer for Special Educational Needs and/or Disability



Please click the relevant words on the wheel to be taken to the corresponding section.

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# Our Local Offer for Special Educational Needs and/or Disability

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## How we identify and assess needs

### How will you know if my child or young person needs extra help? *(IRR)*

At Baldwins Gate Primary School, all our staff strive to ensure our pupils achieve their potential; personally, socially, emotionally and academically, in all areas of the primary curriculum. Our school values are encompassed within everything we do; individuality, community, respect, responsibility and truthfulness. For this to be achieved, quality teaching is essential and we actively monitor teaching and learning within our school.

For some of our pupils, further additional support may be needed to help them achieve. This may be sought within school or through the involvement of outside agencies.

The Special Educational Needs and Disability Code of Practice: 0 to 25 years defines a Special Educational Need or Disability (SEND) as:

“A child or young person has Special Educational Need (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or a disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of the educational facilities of a kind generally provided for others of the same age in mainstream schools.”

At Baldwins Gate, we investigate whether additional support is needed for a pupil if:

- Concerns are raised by parents/carers
- Concerns are raised by teachers.
- Assessment and tracking procedures indicate a lack of expected progress over time.
- Observations by those in school; teachers (including those from a child’s previous school), support staff, Inclusion Lead, Deputy

Head, Head teacher indicates a child has an additional need in one of the four SEND areas. (Communication and Interaction; Cognition and Learning; Social, Mental and Emotional Health; Sensory/Physical.)

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**How we identify and assess needs**

**What should I do if I think my child or young person needs extra help?**

If a parent/carer has any worries regarding their child, either academically or emotionally, the first port of call would be the child's class teacher. Any concerns raised, will then be passed on to the SENDCO and Inclusion Lead via 01782 680646 or email: [headteacher@baldwingsgate.staffs.sch.uk](mailto:headteacher@baldwingsgate.staffs.sch.uk).

**Where can I find the setting/school's SEND policy and other related documents? *(IRR)***

***<https://www.baldwingsgate.staffs.sch.uk/policies.html>***

## Teaching, Learning and Support

### How will you teach and support my child or young person with SEND? *(IRR)*

All pupils at Baldwins Gate Primary School experience high quality teaching. This is differentiated to meet the needs of all learners. Teachers are aware of the pupils in their class with SEND and ensure any additional needs are taken into account. The views of our SEND pupils are very important to us and the children are spoken to on a regular basis to gain their views. The quality of teaching and pupil progress is monitored through processes including: classroom observations by the SENDCo/Deputy Head/ Head Teacher, discussions during Pupil Progress Meetings, ongoing assessment of progress, work sampling and pupil and parent feedback. Pupils with a disability will be provided with 'reasonable adjustments', that are tailored to their individual needs, in order to increase their access to the taught curriculum. These too are closely monitored to ensure they are effective. Individual assessments of the pupil will be undertaken in order to make an accurate assessment of their needs.

Some pupils will require additional support in the form of a small focus group. This will be run by the teacher or teaching assistant. Any interventions will be reviewed regularly to ascertain the effectiveness of the provision and to inform future planning. Where there are still concerns regarding rates of progress, even after high quality interventions, parents/carers will be invited to discussions in order to support the identification of action needed to support the child.

SEND support will be recorded through a Individual Education Plan (IEP), giving a set of expected outcomes individual to the pupil's needs. Progress towards these outcomes will be tracked and reviewed at least termly, with the parents/carers and the pupil. At Baldwins Gate Primary School, we feel that it is essential that the pupil is part of the decisions that are made to support their learning and that their individual views are listened to regarding their support and learning. If progress rates are still judged to be too slow, despite the delivery of high quality interventions, advice will be sought from outside agencies, according to pupil need. This could include; the Special Educational Need Support Service (SENSS), Educational Psychologist (EP), Speech and Language Therapist (SaLT) and /or the Autism Inclusion Team (AIT). All pupils have targets set to ensure ambition, whether these are academic or supporting social, emotional, and mental health. These targets are discussed with parents/carers at formal events, such as parent's evenings but also in between to meet the needs of the pupil. Progress towards meeting these targets are tracked using the whole school tracking system. Anyone who is failing to make expected levels of progress are identified quickly and are discussed during progress meetings.

For a very small percentage of pupils, whose needs are significant and complex, and the special educational provision required to meet their needs cannot reasonably be met from within the school's own resources, a request will be made to the Local Authority to conduct an assessment of Education, Health and Care needs. If the assessment is accepted by the authority, this may result in an Education, Health and Care Plan (EHCP) being provided. More information regarding EHCP and the process can be found by clicking on the

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## Teaching, Learning and Support

following link:

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/site.page?id=aYb6AfFVT1s>

Additional Educational Needs (AEN) funding can also be applied for if felt appropriate and if the pupil's needs match the criteria set by Staffordshire SEN department. We take the social, emotional and mental health of our pupils very seriously at Baldwins Gate Primary School. We recognise that pupils cannot learn if they are not in an emotionally stable state.

### **How will the curriculum and learning environment be matched to my child or young person's needs? *(IRR)***

When a pupil has been identified as having a Special Educational Need, their provision will be differentiated by the class teacher to enable them to access the curriculum at their level to enable them to make progress. Teaching Assistant's (TA's) may be allocated to work with the pupil 1:1 or in a small group to target more specific needs. Teachers oversee all support given by our TA's to ensure that it is effective. If appropriate, additional specialist equipment or resources, ICT and /or additional support may be provided.

An Individual Education Plan (IEP), with targets being set according to individual needs will be put in place to support any of our pupils with an additional need. These will be monitored regularly by the class teacher. The SENDCo and Inclusion Lead will also monitor the provision in place. The review of the IEP takes place at least three times a year. The setting of new targets will be discussed with parents/carers and the pupil where appropriate.

### **How resources are allocated to meet children or young people's needs?**

At Baldwins Gate Primary School, we focus very much on the need of the individual pupil. Resources, will be allocated in terms of what is felt will best support a pupil's learning.

### **How is the decision made about what type and how much support my child or young person will receive?**

For our pupils with a Special Educational Need but without an Education, Health Care Plan (EHCP) in place, the decision regarding the support required will be taken jointly between the class teacher, SENDCO and Inclusion Lead, Bursar and the Head Teacher.

These are reviewed regularly, using evidence based upon tracking of pupil's progress, pupil's observations, staff views, pupil and parent/carer views. As a result of the review process, changes may be made, including the involvement of outside agencies.

## Teaching, Learning and Support

For our pupils with an Education Health Care Plan (EHCP), the type and how much support a pupil will receive will be stated in their individual plan. How this is implemented will be a decision between the class teacher and the SENDCo and Inclusion Lead.

### **How will equipment and facilities to support children and young people with SEND be secured? *(IRR)***

How funding for equipment and facilities to support pupils is secured will depend on the need of the pupil. As a school, we will always try to ensure that any pupil within our school has access to the equipment and facilities they need to learn.

### **How will you and I know how my child or young person is doing? *(IRR)***

Within class, your child's progress will be closely monitored by their class teacher. This enables the class teacher to ensure your child is provided with what is needed to enable them to learn and make progress. Additionally, assessment weeks are carried out at points during the year, which can help to provide further information. Pupil Progress is also monitored by the Senior Leadership Team.

We offer an 'Open Door' policy at Baldwins Gate, and class teachers are always willing to chat with parents/carers regarding the progress of the pupils in their class. This can be arranged through contacting the teacher directly or calling the office. We also hold parents evening sessions, where parents/carers are able to meet up with class teachers, either face to face, or remotely to discuss pupil progress.

### **How will you help me to support their learning? *(IRR)***

An initial discussion with your child's class teacher will be able to provide you with suggestions of ways in which you can support your child's learning. If your child has an Individual Education Plan (IEP), further guidance will be included within the plan.

The SENDCo can also meet with parents/carers together with the class teachers to further discuss how to support your child. If Outside Agencies are involved with your child, they will also suggest further strategies and resources which can be used to help your child.

### **How do we consult with and involve children and young people with SEND in planning and reviewing their education? *(IRR)***

At Baldwins Gate Primary School, we work collaboratively with our pupils. They are involved with setting and reviewing their targets in an age appropriate manner. We will often talk to our pupils regarding their learning to establish their own views on school and their learning.

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### Teaching, Learning and Support

#### How do you assess and evaluate the effectiveness of provision for children and young people with SEND? (IRR)

The provision for all our pupils, including those with SEND is closely monitored to ensure it is effective. This is carried out by subject leaders, Senior Leadership Team, Deputy Head Teacher and Head Teacher.

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### Safety and wellbeing

#### How do you ensure that my child or young person stays safe outside of the classroom?

The main gates to the site are opened by a member of staff in the morning. When all children are in school the gate is then locked. As pupils enter the school class teachers are on the doors to greet them in the morning.

At playtimes, the teachers and TA's provide supervision. There is always a first aider on duty each day. During lunchtimes, lunchtime supervisors supervise our pupils, both while they are eating in the dining room and outside during playtime. Our lunchtimes are split into two, Year 1, 2 and 3, 4, 5 and 6. This ensures that there are not too many pupils in one area at a time.

At the end of the day, class teachers ensure that pupils are handed over to the adult responsible for collecting them. Written permission from parents is provided for any pupils walking home on their own. We follow our safeguarding procedures for any pupils who are not collected or when an unknown adult comes to collect.

#### What pastoral support is available to support my child or young person's overall social and emotional development and well-being? (IRR)

At Baldwins Gate Primary School, we pride ourselves in ensuring that the emotional needs of all our pupils are supported. We do this through a number of ways:

- Teachers spend time getting to know the pupils in their class and check with them individually every day when they arrive.
- Teaching Assistants within classes are able to offer a pupil any individual pastoral support that may be needed.
- We have an ELSA (Emotional Literacy Support Assistant) room within school. This is a dedicated area within school, which can be accessed without trained ELSA member of staff. It has been carefully designed and planned to be able to provide the stimulation required for pupils to become calm.

## Safety and wellbeing

### How will you manage my child or young person's medicine or personal care needs?

A central record of 'Health Care Plans' are kept in the office, to which all staff have access to. Individual 'Health Care Plans' are either stored within the Asthma Boxes within the classrooms or on the wall dependent on need. All 'Health Care Plans' are signed and teacher have a copy of these.

Where necessary and in agreement with parents/carers, prescribed medicines can be administered in school by a trained member of staff. This is documented in First Aid and Medication Policy, please click on the bold text to find out more. **First Aid Policy** and **Managing Medication in School Policy** All medicine administration procedures adhere to the LA policy and DfE guidelines included within 'Supporting pupils at school with medical conditions DfE 2014'.

A number of staff hold qualifications in paediatric first aid and/or have attended the First Aid at work course. If your child has any specific health care needs, please contact the school office and we can arrange for you to meet with a member of staff who will complete a Health Care Plan with you to ensure individual needs are met.

### What support is there for behaviour, avoiding exclusions and increasing attendance?

At Baldwins Gate Primary School, every child has the right to a happy and safe school life so that they can progress with their learning and social development. All members of staff are committed to teaching behaviour through our school values: respect, truthfulness, responsibility, community and individuality.

These are reinforced on a daily basis and celebrated at the end of the week. We praise positive behaviour through the use of 'Team Points'. The points are added up each week to enable the children to see how well their team are doing. It is also celebrated by a visit to the Head Teacher, children may also be aware a Headteacher's Award.

We, as a school, also recognise that a minority of our pupils have been identified as having additional learning, or have a social or emotional need which can make it more difficult for them to adhere to the school rules. We are committed to acknowledging the contextual needs of all our pupils, and we make reasonable adjustments to our management of behaviour to ensure they continue to experience our high expectations but are not disadvantaged or discriminated against in their efforts to achieve this.



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## **Safety and wellbeing**

### **How do you support children who are looked after by the local authority and have SEND?**

Our SENDCo and Inclusion Lead is also our Designated LAC teacher, who oversees the support in place for pupils who are looked after by the Local Authority and have a SEND need receive the support they need. The support provided for these pupils is decided following regular meetings with those involved with their care and is regularly monitored.

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## Working Together

### Who is involved in my child's education?

At Baldwins Gate Primary School, we work together as a team to support your child's education. Your child's class teacher will be the most involved in the education, alongside a Teaching Assistant who may be directed by the teacher. The headteacher is also the Inclusion Lead, who oversees the support in place for disadvantaged pupils, including those with an area of SEND.

### How do you ensure that the SEND information about a child is shared and understood by teachers and all relevant staff?

During the second half of the summer term, we hold transition meetings to ensure all SEND information is shared with the new class teachers, ready for September. We also plan in times for staff to meet their new classes to enable pupils and teachers to begin to get to know each other. Individual Education Plans (IEPs) will be reviewed by their previous class teachers, updated and then shared with the new class teachers and parents/carers ready for September

### What expertise do you have in relation to SEND? *(IRR)*

Staff training includes:

- How to identify and support pupils with dyslexia.
- Autism training
- Talking partners (speech, language and communication training).
- Dyslexia training: multi-sensory teaching.
- Asthma training
- Hearing Impairment Training
- Adverse Childhood Experiences (ACES)
- Attachment and Trauma Training
- Lego Therapy Intervention
- Understanding autism, aspergers and ADHD
- Precision Teaching training
- Mental Health Training
- Regular Updates from Staffordshire County Council

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## Working Together

### **Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)? (IRR)**

As a school, we work very closely with a range of Outside Agencies who offer support to our pupils with SEND. This includes: the Educational Psychologist, the Speech and Language Therapists, Early Years Forum, Behaviour Support, Autism Service, the Autism Outreach Team, CAMHS, Occupational Therapy, Hearing Impairment Team and the school nurse.

### **Who would be my first point of contact if I want to discuss something?**

Your first point of call would be your child's class teacher. They can be contacted via the class email address or by calling the office to arrange an appointment.

### **Who is the SEN Coordinator and how can I contact them? (IRR)**

At Baldwins Gate Primary School, our SENDCo is also our Inclusion Lead and Headteacher, Mrs Leanne Lowndes. She can be contacted by either calling the school office on: 01782 680649 or emailing [headteacher@baldwingsgate.staffs.sch.uk](mailto:headteacher@baldwingsgate.staffs.sch.uk)

### **What roles do your governors have? And what does the SEN governor do?**

Our SEND Governor is Mrs Fiona Boulton who is also the LAC governor. Mrs Lowndes, our Headteacher, SENDCo and Inclusion Lead meet at regular times during the year to ensure that the Governors have all our current SEND and LAC information.

### **How will my child or young person be supported to have a voice in the setting, school or college? (IRR)**

At Baldwins Gate Primary School, we pride ourselves on listening to the voice of our pupils to ensure that support is not 'done' to a pupil but is part of a collaborative experience. In September, teachers take time to get to know the pupils in their class, enabling a connection to be built up. This continues throughout the year, ensuring that the pupil's views and feelings are listened to. Subject leads, the Inclusion Lead and the Safeguarding Lead will also talk to your child throughout the year to gain pupil voice.

### **What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?**

Parents/carers will be informed if there are any vacancies within our Governing Body.

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## Working Together

### What help and support is available for my family through the setting? *(IRR)*

At Baldwins Gate, we understand the importance of ensuring that families receive any support they may need. Please contact our headteacher, Mrs Lowndes, and she will be able to signpost you to the help you need.

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## Inclusion & Accessibility

### How will my child or young person be included in activities outside the classroom, including trips? *(IRR)*

At Baldwins Gate Primary School, we provide a wide range of clubs, based on the pupils own choice. All pupils are able to access any of the after school clubs we provide. All class trips that are planned for our pupils are inclusive, ensuring that all pupils' needs are catered for.

### Provide details of the physical accessibility of the setting IRR

#### Is the building wheelchair accessible?

Fully Accessible

Partially Accessible

Details (if required)

Not Accessible

Are disabled changing facilities available? Yes

No

Details (if required) N/A

Are disabled toilet facilities available? Yes

No

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### Inclusion & Accessibility

Details (if required)

Do you have parking areas for pick-up and drop-offs? Yes   
No

Details (if required)

Do you have disabled parking spaces for students (post-16 settings)? Yes   
No

Details (if required) N/A

### How accessible is the setting's environment? IRR

At Baldwins Gate Primary School, we are aware of the importance of our pupils' sensory needs. We recognise that there will be times when a pupil may become 'overwhelmed' within the school day. Pupils with sensory needs have personalised resources such as headphones, fidget toys, sensory breaks, sensory diets that are provided according to their personalised plans. Or may struggle with transition times, such as the start of the day or after lunch times. During these times, learning cannot take place until the pupil has become calm. To enable pupils to do this, we have a nurture space that is used to provide calming sensory activities.

### What forms of communication does the setting use to ensure inclusivity? IRR

At Baldwins Gate Primary School we communicate with parents through email, text message, telephone calls, face to face meetings. Parents are able to request adapted forms of communication according to their needs. Where English is not a first language translation programmes are used.

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## Joining and moving on

### **Who should I contact about my child or young person joining your setting? (IRR)**

If you are interested in your child/ren joining us at Baldwins Gate Primary School, please contact the main office on 011782 680649. An appointment can be made for your child's move to our school.

### **How can parents arrange a visit to your setting, school or college? What is involved?**

At Baldwins Gate Primary School, we operate an open door policy. Please contact the main office on 01782 680649 to make an appointment to visit us. We also hold two open day each year, one in the autumn term and one in the summer term.

### **How will you prepare and support my child or young person to join your setting? How will you support them to move on to the next stage, or move on to adult life (as applicable for setting)? (IRR)**

A number of strategies are in place to enable effective transition. These include:

- Discussions between the previous or receiving setting prior to the pupil joining/leaving.
- An invitation to attend a transition session where pupils can spend some time with their new class. This will be tailored to the needs of the pupil and could include more than one visit.
- Additional visits are arranged for vulnerable pupils or those with a high level of need.
- Staff are always willing to meet with parents prior to their child joining the school. This may be the new class teacher along with the SENDCo and Inclusion Lead.
- For Year 5 pupils with an Education, Health Care Plan, the Annual Review will focus on beginning the process of looking at secondary school choice, with parents and pupils.

For pupils transferring to local schools, the Inclusion Lead and/or key staff will meet to discuss the needs of the pupils with SEND in order to ensure a smooth transition. This includes any medical needs a child has. Where a pupil may have more specialised needs, a separate meeting may be arranged with the Inclusion Lead, the Head Teacher, Outside Agency representatives, parents/carers and where appropriate the pupil.

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### Additional Information

#### What other support services are there who might help me and my family? *(IRR)*

SENDIASS – Staffordshire Family Partnership

They provide a range of support surrounding education, health and social care issues for parents and carers of children/young people with special educational needs and disabilities aged 0 to 25. Their helpline number is 01785 356921 and website address is <https://www.staffs-iass.org/home.aspx>

Staffordshire Local Authority have also published a Local Offer on their website. This can be found at:

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>

The Staffordshire Umbrella Network (SUN) is a networking group looking at issues affecting children and young people with special needs and their families. More information can be found at:

<https://www.staffsiass.org/SUN-Groups/SUNGroups.aspx>

Support from the School Nurse Service which is now part of the Families' health and Wellbeing Service can be contacted on: 0300 303 3924

#### When was the above information updated, and when will it be reviewed?

Last Updated: 10th June 2024

Review Date: June 2025

#### Where can I find Staffordshire's Local Offer? *(IRR)*

Staffordshire's SEND Local Offer can be found at [www.staffordshireconnects.info](http://www.staffordshireconnects.info)

#### What can I do if I am not happy with a decision or what is happening? *(IRR)*

In the first instance, please contact your child's class teacher to raise any concerns you may have. You can also contact our SENCo and Head teacher Mrs Lowndes can also be contacted.



**Additional Information**

**Type of Setting** (*tick all that apply*)

- |   |  |                                      |   |                                  |
|---|--|--------------------------------------|---|----------------------------------|
| <input checked="" type="checkbox"/> Mainstream        | <input type="checkbox"/> Resourced Provision | <input type="checkbox"/> Special     |   |                                  |
| <input checked="" type="checkbox"/> Early Years       | <input checked="" type="checkbox"/> Primary  | <input type="checkbox"/> Secondary   | <input type="checkbox"/> Post 16                            | <input type="checkbox"/> Post 18 |
| <input checked="" type="checkbox"/> Maintained        | <input type="checkbox"/> Academy             | <input type="checkbox"/> Free School | <input type="checkbox"/> Independent/Non/Maintained/Private |                                  |
| <input type="checkbox"/> Other (Please specify below) |  |                                      |   |                                  |

**DFE Number**

8603137

**District**

- |   |                                    |   |  |
|---|------------------------------------|---|--|
| <input type="checkbox"/> Cannock              | <input type="checkbox"/> Lichfield | <input type="checkbox"/> East Staffordshire | <input type="checkbox"/> Tamworth            |
| <input checked="" type="checkbox"/> Newcastle | <input type="checkbox"/> Moorlands | <input type="checkbox"/> Stafford           | <input type="checkbox"/> South Staffordshire |

**Specific Age range**

3 – 11 years

**Number of places**

210 plus Nursery

**Which types of special educational need do you cater for? (*IRR*)**

- inclusive mainstream school       special school

Offer specialisms in. Tick all those that apply.

- |   |   |
|---|---|
| <input type="checkbox"/> Resource for autism                              | <input type="checkbox"/> Resource for social, emotional and mental health                         |
| <input type="checkbox"/> Resource for cognition and learning difficulties | <input type="checkbox"/> Fully accessible environment – for pupils with physical or sensory needs |
| <input type="checkbox"/> Deaf friendly                                    | <input type="checkbox"/> Resource for moderate learning difficulty                                |
| <input type="checkbox"/> Resource for physical disability                 | <input type="checkbox"/> Resource for profound and multiple learning difficulty                   |
| <input type="checkbox"/> Resource for severe learning difficulty          | <input type="checkbox"/> Resource for speech, language and communication needs                    |
| <input type="checkbox"/> Visual impairment friendly                       |   |

**Additional Information**

**Other specialist support/equipment:**

Specialist technology

**Comment:**

Rebound trampoline

Accessible swimming pool

Outreach and family support

Bought in support services

Sensory room/garden

Hydrotherapy

Medical

Therapy services

Hearing loop