



Barn Croft Primary School

SEND Information Report 2026–2027

This report explains how Barn Croft Primary School identifies, supports and reviews provision for pupils with special educational needs and/or disabilities (SEND). It should be read alongside the school's SEND Policy, Accessibility Plan, Equality Policy, Attendance Policy, Child Protection and Safeguarding Policy, Complaints Policy, Data Protection and Privacy Policy, Records Management Policy and Supporting Pupils with Medical Conditions Policy.

1. Our approach to SEND

At Barn Croft Primary School, we believe that every pupil is entitled to an education that enables them to achieve their best, become confident and independent individuals, participate fully in school life and make a successful transition to the next stage of education and, ultimately, adulthood.

We recognise that pupils have different strengths, needs and barriers to learning. We use high-quality teaching as the starting point for meeting SEND and make appropriate adaptations and reasonable adjustments so that pupils can access learning, information, the school environment and activities wherever reasonably possible.

A pupil does not need a formal diagnosis for the school to consider SEND provision. Decisions are based on identified needs, barriers to learning, assessment evidence and the effectiveness of provision.

2. What is SEND?

A child or young person has special educational needs where they have a learning difficulty or disability which calls for special educational provision to be made for them. SEND may arise where a pupil has a significantly greater difficulty in learning than most pupils of the same age, or a disability that prevents or hinders them from making use of educational facilities generally provided for pupils of the same age.

We consider SEND across four broad areas of need:

- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health.
- Sensory and/or physical needs.

3. Who should I talk to about my child's SEND or learning needs?

Your first point of contact is normally your child's class teacher. The school's Inclusion Lead/SENDCo is Gina Nair.

- Class teacher — responsible for high-quality teaching, adapting learning, monitoring progress and implementing agreed SEND support.
- Inclusion Lead/SENDCo — coordinates SEND provision, advises staff on the graduated approach, liaises with families and external professionals, maintains appropriate SEND records and supports transition.
- Headteacher — has overall responsibility for ensuring the school fulfils its SEND duties and that pupils with SEND can access the curriculum and participate fully in school life.
- Governing Board/SEND link governor — provides oversight and challenge regarding SEND provision, accessibility and the school's statutory duties.

SENDCo/Inclusion Lead email: send@barncroft.waltham.sch.uk

School telephone: 0208 521 1145 | School office email: school@barncroft.waltham.sch.uk

4. How are children's SEND identified?

We monitor the progress and development of all pupils. Teachers use assessment, observation, professional judgement and information from pupils, parents/carers and other professionals to identify possible additional needs.

- starting point and previous rate of progress;
- attainment and progress across different areas of learning;
- barriers to learning;
- communication and interaction;
- cognition and learning;
- social, emotional and mental health;
- sensory and/or physical needs;
- attendance, behaviour and wellbeing;
- the pupil's views;
- parent/carer information; and
- information from external professionals where relevant.

Slow progress is not automatically assumed to be caused by SEND, but the absence of a formal diagnosis does not mean that SEND is absent.

5. What support is available?

High-quality teaching is the first step in responding to pupils who have or may have SEND. Teachers set high expectations, plan ambitious and appropriately challenging learning, adapt teaching and resources, use assessment to identify barriers and monitor the impact of support.

Depending on individual need, provision may include:

- teacher support within the classroom or small-group teacher withdrawal;
- individual or group support from teaching assistants or other staff;
- adapted tasks and differentiated resources;
- bilingual support and translated materials where appropriate;
- senior leadership targeted support;
- phonics catch-up programmes, including Fresh Start where appropriate;
- social skills groups;
- fine and gross motor programmes and sensory circuits;
- visual timetables and other visual resources;
- language groups and speech and language support;
- mentoring;
- motor skills and sensory-room activities;
- targeted lunchtime or other clubs;
- ELSA provision;
- Zones of Regulation approaches; and
- other evidence-informed interventions appropriate to identified need.

Provision is individualised and reviewed regularly. It may change according to the pupil's needs and the effectiveness of the support.

6. How do we review SEND support?

We use the Assess, Plan, Do, Review graduated approach.

- Assess — develop an understanding of the pupil's needs using assessment, observation and information from relevant people.
- Plan — agree appropriate adjustments, interventions and support, with intended outcomes and a review date.
- Do — implement the agreed provision through the appropriate staff.

- Review — evaluate the effectiveness of provision and its impact on progress, development, participation and wellbeing, and adapt provision where necessary.

Parents/carers and pupils are involved in decisions about provision wherever appropriate. The class teacher, supported by the Inclusion Lead, will normally liaise with parents/carers at least three times each year as part of SEND review arrangements.

7. What are reasonable adjustments?

The school will make reasonable adjustments for disabled pupils to prevent them being placed at a substantial disadvantage compared with pupils who are not disabled. Adjustments are considered individually and reviewed regularly.

- teaching and learning;
- communication and access to information;
- assessment;
- behaviour support;
- attendance;
- the physical environment;
- school routines;
- educational visits and extra-curricular activities; and
- auxiliary aids or services where required.

8. What external agencies may support pupils?

Where appropriate, the school works with external services according to the pupil's identified needs and local referral arrangements.

- London Borough of Waltham Forest SEND services;
- educational psychology services;
- specialist SEND advisory services;
- hearing impairment services;
- speech and language therapy;
- occupational therapy;
- physiotherapy;
- school nursing;
- CAMHS;
- Early Help;
- social care;
- specialist education services; and

- other relevant health, education or voluntary-sector services.

Where specialist advice or assessment is appropriate, the school will work with parents/carers and relevant professionals. Information will be shared lawfully, securely and proportionately.

9. What happens if my child needs an Education, Health and Care (EHC) needs assessment or plan?

Some pupils may require support beyond what can reasonably be provided through SEND Support. Where appropriate, the school will consult with parents/carers and consider requesting an EHC needs assessment from the local authority.

For an EHC needs assessment, the school can provide evidence about the pupil's strengths, needs, progress, existing provision and its impact, relevant professional advice, and the pupil's views and aspirations. If an EHC plan is issued and names Barn Croft Primary School, relevant staff will be made aware of the pupil's needs and the provision required.

EHC plans are formally reviewed at least annually. The school works with the local authority, pupil, parents/carers and relevant professionals as part of the review.

10. How are parents/carers and pupils involved?

We work in partnership with pupils and their parents/carers. We focus on the pupil as an individual, recognise strengths and capabilities, use clear and accessible language, and take account of family knowledge and the pupil's views.

- Pupil voice is gathered through discussions, class activities, School Council and other school forums.
- Pupils contribute to their SEND outcomes and support planning in ways appropriate to their age and communication needs.
- Pupil views can be verbal, written, pictorial or communicated in another appropriate way.
- Parents/carers are involved in discussions about needs, outcomes, provision, progress, reasonable adjustments, interventions and future planning.
- Parents/carers can speak with the class teacher, Inclusion Lead/SEND Co, Headteacher or other relevant school leaders.

A pupil's difficulty in communicating verbally will not be treated as an absence of views. Appropriate communication methods and, where necessary, advocacy will be considered.

11. How do we support wellbeing, safeguarding and attendance?

We recognise that some pupils with SEND may experience additional barriers or safeguarding vulnerabilities. Staff take particular care where communication, behaviour, emotional presentation or other changes may indicate an unmet need or safeguarding concern.

Where attendance is a concern, we seek to understand underlying barriers, including SEND, reasonable adjustments, sensory or environmental factors, emotional wellbeing, medical needs, communication needs, family circumstances and safeguarding concerns.

Our wider wellbeing provision includes PSHE and Relationships, Health Education, opportunities for pupil voice, Zones of Regulation approaches and access to appropriate pastoral or specialist support.

12. How do we support access to the curriculum, school activities and trips?

Pupils with SEND are supported to participate in the curriculum and school life alongside their peers wherever reasonably possible. Reasonable adjustments, adapted resources, additional adult support and other arrangements may be used according to individual need.

For educational visits, the school considers individual needs and carries out appropriate risk assessment and planning. Where a particular activity cannot safely be made accessible, the school will consider appropriate alternative provision.

13. How accessible is the school?

The main school building is on one level. The Year 5 and Year 6 classrooms in portacabins are accessible by ramp. The school has a sensory room and a quieter Nurture Room/sensory space that can support individual or group work and interventions.

Teaching resources and equipment are adapted or selected to support access according to individual need. Further detail is contained in the school's Accessibility Plan.

14. How are transitions supported?

We recognise that transitions can be particularly significant for pupils with SEND. Transition planning may include visits, additional familiarisation, meetings between professionals, sharing appropriate information, pupil and parent/carer meetings, transition books or visual resources, communication profiles, individual support or risk plans and planning for continuity of provision.

- When moving between classes, information about SEND needs, outcomes, successful strategies and reasonable adjustments is shared with the receiving team.
- When moving to another school, the school will liaise with the receiving setting and share relevant records and information in accordance with data protection requirements.
- Parents/carers and pupils are involved in transition planning wherever appropriate.
- Where a pupil has an EHC plan, transition arrangements will be coordinated with the local authority, family, pupil and receiving setting as appropriate.

15. How is SEND support funded?

The school uses its available resources to provide appropriate support for pupils with SEND. Delegated resources are used for early intervention and SEND Support. Where provision required is beyond the resources ordinarily available to the school, the school may work with the local authority to consider additional high-needs funding or specialist support in line with local arrangements.

Funding decisions are based on identified need and the provision required rather than diagnosis alone. Support staff may work with more than one pupil so that resources can be used effectively across the school.

16. How are staff trained to support SEND?

The Inclusion Lead works with school leaders to identify staff development needs. Training reflects the needs of pupils in the school and may include identification of SEND, adaptive teaching, communication and interaction, speech and language needs, autism, cognition and learning, social/emotional and mental health, sensory and physical needs, safeguarding, reasonable adjustments, behaviour support, assistive and communication technology, medical needs and effective interventions.

The Inclusion Lead has completed a Postgraduate Certificate in SEND Coordination. Staff development is reviewed as part of the school's ongoing monitoring of practice and pupil outcomes.

17. How is information about SEND managed?

SEND information is managed in accordance with the school's Data Protection and Privacy Policy and Records Management Policy. Records may include identified SEND, assessments, SEND support, interventions, reasonable adjustments, outcomes, reviews, specialist advice, EHC plans and relevant parental and professional involvement. Information is kept accurate, up to date, secure and accessible only to those with a legitimate need to access it.

18. What is the Waltham Forest SEND Local Offer?

The Waltham Forest SEND Local Offer provides information about education, health and social care services available for children and young people with SEND aged 0–25. Barn Croft Primary School contributes to and makes use of the Local Offer and signposts families to relevant information.

Waltham Forest Local Offer: <https://www.walthamforest.gov.uk/schools-education-and-learning/local-offer-special-educational-needs-and-disability-send/about-local-offer>

Families may also be signposted to SENDIASS and other independent information, advice and support services where appropriate.

19. What should I do if I have a concern or disagreement?

We encourage parents/carers to raise concerns with the school at the earliest opportunity so that we can try to resolve them constructively.

- Start by speaking with your child's class teacher.
- If the concern relates specifically to SEND provision, you can contact the Inclusion Lead/SENDCo.
- Where necessary, concerns can be raised with the Headteacher in line with the school's Complaints Policy.
- Where a disagreement cannot be resolved informally, families can be signposted to relevant local disagreement resolution and mediation services.
- Where applicable, families may also seek independent advice and support, including SENDIASS, and use relevant local authority or statutory appeal routes.

The school will cooperate with the local authority and relevant bodies in relation to disagreement resolution, mediation, EHC plan appeals and SEND Tribunal processes where applicable.

20. How is this Information Report reviewed?

This SEND Information Report is reviewed and updated annually and whenever significant changes occur. It is kept distinct from the SEND Policy but is consistent with it. The school considers changes to legislation and statutory guidance, local SEND provision, pupil and parent/carers feedback, SEND outcomes, attendance and inclusion, safeguarding information, intervention effectiveness, accessibility arrangements and staff training needs.