

St. Barnabas CE Primary School & Green Lane Pre-School Vision

Inspire, Nurture and Achieve

We believe, as Jesus did that in our happy, purposeful and welcoming **Christian school** and pre-school **all** are **valued, encouraged** and **cared for**:

- **Inspire** each child to think and feel positively about themselves and others.
- **Nurture** each child so that they grow with others in a secure and happy environment; where they enjoy a wealth of opportunity and experience a love of learning.
- A place where **achievements** are celebrated and expectations are high for all.

This is underpinned through the understanding that in Jesus, **all** are welcome and unique and have a God given purpose and place in the world. Jesus inspires us that **all** people can flourish.

Matthew 19 v14

Jesus said, "Let the children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these."

We aim to:

Inspire a positive approach to life and learning;

*Value and **nurture** each child as an individual: developing **resilience, independence, and an understanding** of what they bring to the world;*

*Create a rich, stimulating environment where **achievements** are celebrated and **team work** and **co-operation** are expected;*

*Promote **high expectations** and **self-confidence** for each individual;*

*Ensure each child strives towards **excellence** supporting those who find learning difficult and challenging the most able children;*

*Develop and foster **motivation** for learning and **enthusiasm** for life;*

*Promote a sense of **belonging** and build outstanding **relationships** between school, home, church and the wider community.*

*Help every child understand their **unique purpose** and **place in God's world**.*



St Barnabas
CE Primary School

1. Aims of the SEND information report

Our SEND information report aims to:

- Set out how our school will support and make provision for pupils with Special Educational Needs and Disability (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- To inform our community about SEND provision at St Barnabas

At St Barnabas CE Primary School, we believe that every child is unique. We value individuality and we are committed to providing opportunities for all children to achieve their best. We promote children's strengths and challenge every child accordingly. We also aim to identify needs early in their educational career and provide appropriate support. At all times, we aim to remove barriers to learning and ensure equality of opportunity for all. Throughout each child's time at St Barnabas CE Primary School, we value the involvement of the children, the family and the team working around the children at all times. **All of the work that we do with children is underpinned by Quality First Teaching, to ensure that all children are receiving the highest quality of provision to progress from their starting points.**

2. Who is responsible for SEND at St Barnabas CE Primary School

Class Teacher	The Class Teacher is responsible for: <ul style="list-style-type: none">• Ensuring that all children have access to quality first teaching of a broad and balanced curriculum• Adapting the curriculum to respond to the strengths and need of all children with SEND• Monitoring the progress of all children, including those with SEND and identifying any additional support required• Ensuring that all members of staff working with your child are aware of your child's individual needs and/or conditions and know what support best works for them in order for them to make progress. Where appropriate, this may involve the use of an additional adult, specialist support staff and individually planned work and resources.
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	<ul style="list-style-type: none"> • Contributing to assessments for referrals to outside agencies either through conversations with SENCO or other professional through competing assessment forms etc. <p>How to contact your child's class teacher: If you wish to speak to your child's class teacher, you can catch them at the end of the day, or make an appointment via email to the school office.</p>
<p>The Special Educational Needs and Disability Co-ordinator:</p> <p>Mrs Sarah Cotton</p>	<p>The SENCO is responsible for:</p> <ul style="list-style-type: none"> • Overseeing the day-to-day implementation of the school's SEND policy • Supporting staff with adaptations that may need to be made to support children with SEND • Providing specialist support and appropriate training for teachers and support staff • Coordinating provision and support for children with SEND • Working in partnership with parents of children with SEND • Working in partnership with external professionals and independent or voluntary bodies • Identifying and collating information for Education, Health and Care Plans <p>How to contact your SENCO: If you wish to speak to the SENCO, you can arrange an appointment through your child's class teacher, by contacting the school office or speaking to Mrs Cotton on the gate.</p>
<p>Support Staff (Teaching Assistants)</p>	<p>Support Staff work alongside your child's class teacher and SENCO to support all children's learning needs.</p> <ul style="list-style-type: none"> • Members of Support Staff may be allocated to work with a pupil with special educational needs and/or disabilities, or may provide specialist support in a particular area, such as speech and language therapy. • A child may receive support from a number of different adults. • You will be informed of any additional interventions your child is receiving. A conversation with the class teacher or SENCO will give you a full overview of this support. <p>How to speak to staff working with your child: If you wish to speak to the member of staff who works with your child, please speak to your child's class teacher.</p>
<p>Headteacher</p> <p>Mrs Sarah Hanson</p>	<p>The Headteacher is responsible for:</p> <ul style="list-style-type: none"> • Day to day management of all aspects of the school including the provision made for children with SEND.

	<ul style="list-style-type: none"> • The Headteacher delegates responsibility to the SENCO, who is responsible for ensuring that your child's needs are fully met, and Class Teachers who are responsible for ensuring every child receives quality first teaching so that they make the best possible progress. • Working with the School Improvement Board and SENCO to ensure the school complies with the Equality Act (2010) with regards to reasonable adjustments and access arrangements. • The Headteacher ensures that the governing board are kept up to date with all issues related to SEND.
<p>SEND Governor</p> <p>Mrs Melanie Newell</p>	<p>The SEND Governor is responsible for:</p> <ul style="list-style-type: none"> • Ensuring the school's SEND Policy, SEND Information Report and Accessibility Plan are reviewed and updated annually. • Monitoring the effectiveness of the deployment of the school's delegated SEND budget. • Working with the Headteacher to ensure the school complies with the Equality Act (2010) with regards to reasonable adjustments and access arrangements. • Making visits to understand and monitor the support given to children with SEND at St Barnabas CE Primary School to ensure that every child maximises their potential. <p>How to contact the SEND Governor: Please contact the school office to make an appointment.</p>

3. What kinds of SEND are provided for?

The SEND Code of Practice identifies four main categories of need: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Sensory and/or Physical.

St Barnabas CE Primary School supports children with a wide range of needs. Sometimes children may have needs that fall into more than one category below. For example, a child with autism may also experience difficulties with anxiety and would therefore have needs in Communication and Interaction and Social, Emotional and Mental Health.

Four Main Areas of Need from SEN Code of Practice (2015)

Communication and Interaction

- Difficulties in communicating with others
- Difficulties with social interactions
- Difficulty saying what they want to, understanding what is said to them, not understanding social rules of communication
- Children with Autism are likely to have difficulty with social interaction

Cognition and Learning

- Learning at a slower pace than their peers
- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Difficulties (PMLD)
- Specific Learning Difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia

Social, Emotional and Mental Health

- May demonstrate challenging, disruptive or disturbing behaviour
- Anxiety or depression
- Self-harming
- Eating disorders
- Attachment disorder
- Attention Defecit Hyperactivity Disorder (ADHD) or Attention Defecit Disorder (ADD)

Sensory and/or Physical

- Disability that prevents a child from accessing the educational facilities
- Vision Impairment (VI)
- Hearing Impairment (HI)
- Multi-sensory Impairment (MSI)
- Physical Disability (PD)

4. How do we identify SEND at St Barnabas?

Early identification of pupils with SEND is a priority at St Barnabas CE Primary School. Children are identified as having SEND through a variety of ways which may include some or all of the following:

- Liaison with previous school or pre-school setting
- Child performing significantly below age related expectations
- Concerns raised by a parent

- Concerns raised by a teacher
- Liaison with external agencies such as Educational Psychologists, Speech and Language Therapist, Occupational Therapist, Learning Support Team, Complex Communication Needs Team, School Nurse etc.
- Tools for assessing key areas of need e.g. Reading standardised tests

The Code of Practice 2014 states that a child or young person has SEND 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 disability if they:

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

The Equality Act 2010 definition of a disability is:

“A person has a disability for the purposes of this act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.” Section 1 (1) DDA 1995.

5. Process of concerns raised by parents:

<p>What parents can do if they are concerned that their child has a special educational need:</p> <ul style="list-style-type: none"> • Make contact with the class teacher and discuss their concerns. • Ask to talk to the SENCO 	<p>Our first steps if a special educational need is identified are:</p> <ul style="list-style-type: none"> • Discussions between parents / carers /family members, the child and class teachers. • Observation of the child, and assessment of learning needs in order to identify their next steps of learning. • The advice of the SENCO.
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	<ul style="list-style-type: none"> • Setting up an Individual SEND Profile and/or a plan, which is called an Individual Provision Map. This lays out specific targets to work towards over a short period of time (e.g. four weeks). • Deciding on the provision that will help the child to meet the targets. • Seeking advice from professionals working outside the school, if appropriate at this stage.
<p>How we will involve parents/ families in planning support for their child:</p> <ul style="list-style-type: none"> • We recognise that family members know their child best, and that they have a huge impact on the progress that a child can make. • In an early discussion between class teacher and parents / family members, options that may support and help the child to make progress, both at home and in school, will be considered. • From this, the Individual SEND Profile or Individual Provision Map will be drawn up and will include the ways in which the parent / carer can help their child. • Progress against targets will be reviewed regularly, with parents meeting with class teachers at least once every term, so that what is working well can continue and alternatives tried when action is not having the intended impact. • Parents will often be able to suggest ways in which school staff may be able to help them and their child. • Class teachers and / or the SENCO may be able to suggest practical ways in which parents can help their child at home, and may be able to secure additional help for parents and families, where desired. • We believe that a child’s education is a partnership between parents and teachers, so we pledge to do our best to have good, regular communication between teachers and parents of SEND pupils. 	<p>Alongside reviewing the IPM on a termly basis, there is an opportunity to ask the SENCO any questions or queries at informal drop ins.</p> <p>Additional Support: Independent, impartial and expert advice is available from the local authority’s Special Educational Needs and Disabilities Information and Advice Support Service (SENDIASS). They can be contacted through the local authority website, or as follows: https://www.worcestershire.gov.uk/sendiaass</p>

6. What types of support are available for SEND at St Barnabas?

<p>Quality First Teaching (QFT)</p>	<p>The class teacher will ensure the following for all children:</p> <ul style="list-style-type: none"> ○ Provide Quality First Teaching ○ Have high expectations and be aspirational for all children 	<p>All children in school will receive QFT provision.</p>
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	<ul style="list-style-type: none"> ○ Ensure a differentiated curriculum to meet all children’s needs ○ Offer a broad and balanced curriculum ○ Provide a range of resources and teaching strategies to support all learning needs ensure that individual strategies/resources are in place for children with specific needs ○ Provide a safe and trusted place for children to bring any concerns and worries that are then addressed according to the school’s ethos and policies ○ Ensure that reasonable adjustments are made so that all activities planned for, including trips and enrichment opportunities, are fully accessible to all 	
Universal Support	<p>The class teacher would have monitored your child’s progress and if it is felt that they require some additional support in an area of learning, the following support could be put in place:</p> <ul style="list-style-type: none"> ○ Precision teaching ○ Nurture provision ○ Maths/English interventions ○ Targeted 1:1 reading 	All children in school could receive this provision.
Targeted Support	<p>The class teacher will have carefully monitored your child’s progress and if it is felt that they have a specific gap in their learning and understanding, targeted support will be put into place.</p> <ul style="list-style-type: none"> ○ You will be informed if your child is receiving targeted support. ○ There will be opportunities to discuss any interventions that have been put in place to support your child’s needs. ○ Interventions may include small group work or individual sessions on a specific targeted area of learning. <p>The Targeted Support that your child could receive is as follows:</p> <ul style="list-style-type: none"> ○ Additional reading, writing or maths ○ Mentoring ○ Fine and gross motor skills support ○ Social and emotional support ○ Precision teaching 	Any child that has gaps in their understanding of a subject/area of learning could receive this support.

<p>Specialist Support</p> <p>Specialist Support can be for individual children or groups and can be either in or outside the classroom. Specialist Support can be run by school staff or outside agencies.</p>	<p>Your child’s teacher will have carefully checked your child’s progress and may decide that your child needs specialist support for their learning.</p> <p>Your class teacher/SENCO will discuss with you any specialist support that your child is going to receive.</p> <p>These interventions will have clear targets to help your child make progress.</p> <p>Specialist support from outside agencies may look different depending on the individual child’s needs. E.g. this may involve a professional working 1:1 with your child or your child working within a small group.</p> <p>The Specialist Support that your child could receive is as follows:</p> <ul style="list-style-type: none"> ○ Speech and Language Therapy ○ Perryfields (PRU) behaviour support ○ Complex Communication Needs (CCN) Team Support ○ Occupational Therapy ○ Educational Psychologist 	<p>Any child that continues to have significant gaps in their learning and development despite receiving interventions at a targeted level and/or has a diagnosis and/or presents with a specific special educational need could receive this support.</p>
<p>EHCP (Education, Health & Care Plan)</p> <p>A statutory assessment for an EHCP will be initiated by the class teacher/SENCO in discussion with you, if your child is identified as needing a higher level of individual and small group support which is significantly more than the resources already provided by school.</p>	<p>If, despite Quality First Teaching (QFT), targeted intervention, advice and specialist support from outside agencies that the school has provided from its own resources, it is felt that your child needs further or more specialist input to make progress, the school or you can request that the Local Authority makes a statutory assessment for an Education, Health and Care Plan (EHCP). This is a legal process and you can find full details about this is available on the Worcestershire SEND Services website: EHCP – Education, Health and Care plans Worcestershire County Council</p> <ul style="list-style-type: none"> ○ This is done in full partnership with you and your child. After the school have sent the request, including a range of information about your child provided by the parent as well as the school, a decision will be made by the local authority as to whether they think your child’s needs are sufficient to require a statutory assessment. ○ If this is the case, the local authority will ask you and all the professionals involved with your child to write a report, to which your child contributes, outlining your child’s needs and how they should be met and the long- and short-term outcomes that are being sought. A meeting involving you and relevant professionals will also be held. ○ If the Local Authority do not think your child needs this, they will ask the school to continue with the SEND Support in School. 	<p>Children whose learning needs are more severe, complex and potentially lifelong and therefore need support that is above and beyond that already provided by school.</p>

	<ul style="list-style-type: none"> ○ After the reports have all been sent in, an Education and Health Care Plan, to which parent and child will contribute, will be prepared. ○ It is called an Education Health and Care Plan because it brings together all of the educational, health and social care needs that your child may have in one plan. The school must make its best endeavour to put in place the support identified in the plan. ○ The progress your child makes with the support identified will be regularly reviewed and changed according to the progress your child makes. 	
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7. Teaching, Learning and the Environment:

- Regular staff CPD training relates to Quality First Teaching and Adaptive Teaching.
- Professional development opportunities are regularly provided for staff and governors, delivered by both members of staff and external agencies.
- Teaching Assistants are deployed to increase pupil success and independence. This has been expanded through use of Pupil Premium funding.
- Every Teaching Assistant been trained to deliver the Read Write Inc. [RWI] Phonics programme which is taught daily in the Early Years Foundation Stage and Key Stage 1.
- A SEND teaching assistant teaches daily RWI Phonics to those pupils in KS2 who failed their Year 1 Phonics Screening Check.
- Teachers and teaching assistants have completed ‘Understanding Dyslexia’ training.
- Teachers and several teaching assistants have received ‘Creating an Autism-Friendly Classroom’ training from the CCN Team.
- Some Teaching Assistants have been trained by school’s Educational Psychologist to deliver Provision Teaching reading and spelling intervention.
- Some Teaching Assistants have been trained by our speech and language therapy (SALT) team in delivering quality speech and language interventions.
- Small group/individual targeted intervention programmes are delivered to improve skills in phonics, reading, spelling, handwriting, fine and gross motor skills, speaking and listening, understanding and use of language, maths, social skills, friendships and feelings and emotions.
- Pre-teaching is used to introduce key points, content and concepts, including strategies from the whole school Word Aware intervention programme.
- Pre-teaching of Online Safety and PSHE objectives and vocabulary takes place for target groups of pupils in each year group
- New vocabulary is thoroughly explored in Key Stage 1 and Key Stage 2 to widen pupils’ vocabulary and exposure to new words.

- The SENCO is trained to support pupils with a range of learning difficulties, for example using the Worcestershire Dyslexia and Dyspraxia Pathway materials.
- Adaptive Teaching is in place in all planning for all groups of pupils.
- Pupils are taught life and independent skills.
- Pupils have access to ICT programmes to support learning e.g. Nesy, Times Tables Rock Stars, Spelling Shed.
- Individual pupils have access to ICT as a means of recording.
- Individual pupils have access to specialist equipment including writing slopes, pencil grips, coloured overlays and exercise books, sensory cushions and ear defenders.
- All classrooms have visual timetables with a marker clearly displayed. Some pupils have an individual visual timetable or a 'Now/Next' board.
- Pupils on the SEND register with EHCPs have personalised targets relating to their area/s of need on their Individual Provision Map.
- Individualised teaching programmes are delivered in short sessions.
- Some interventions may take place outside the classroom for short periods of time, but all pupils remain in class for their lessons and when completing tasks.
- Our accessible school environment includes out of hours activities and school trips.
- Minor adjustments are made to classroom practices and materials/equipment that may be required.
- Quiet areas are available around school with known staff.
- Pupils have access to nurture areas and regular activities associated with supporting social and emotional development.
- Pastoral Support Plans [PSPs] are introduced for pupils in danger of escalated concern, which are tightly managed and reviewed.
- Flexible personalised pupil timetables may include a reduced timetable.
- Supervision of play and lunchtimes assists and supports social interaction, independence, play, mobility and emotional well-being.

8. Increasing Accessibility

- We are an inclusive school. 20% of our pupils have additional needs.
- Our school building is accessible by wheelchair. There is a disabled parking space at the front of school and 2 disabled toilets in school (1 BMA). The steps to the lower playground have handrails, and there is a ramp giving access onto the bottom playground and equipment. Our Pre-School building is accessed via a ramp.
- We have support from outside agencies including: PD (Physical Disability), VI (Visual Impairment), OT (Occupational Therapy) and HI (Hearing Impairment) teams to provide appropriate equipment for specific pupils e.g: adjustable chair and table, writing slope, laptop and specialised switch, adapted scissors, radio microphone etc.
- Risk Assessments are carried out for children with specific needs to ensure they are safe and well supported while being as independent as possible and accessing a broad curriculum.

- All school information is available on request and the font size can be changed for most policies and documentation. We do not currently have a hearing loop in school or have anything written in Braille.
- We are supported by bilingual parents and staff who are able to translate for parents who do not speak English.
- We use visual timetables to aid independence and use symbols for specific children.

9. Assess, Plan, Do Review

- Effective assessment and tracking of pupil progress from induction and baseline takes place, from which personalised pathways are identified.
- Leaders, classroom practitioners and learning support staff have a comprehensive focus on pupil progress.
- Continuums are used as an assessment tool in reading, writing and maths for the very small number of pupils working significantly below their year group or for those working below the level of the national curriculum.
- The SENCO completes observations for individual pupils to identify needs and provide support.
- The Provision Map programme (Edukey) is used to map and manage provision effectively and efficiently across the school.
- Pupils, parents and staff are all involved in the planning, implementation and reviewing of Individual Provision Maps [IPM] for pupils on the school SEND register.
- Provision Maps are reviewed termly with parents, the pupil and the class teacher, focusing on the pupil’s individual targets.
- External specialist advice contributes to assessments and reviews, supporting targeted programmes and interventions.
- Referrals are made to Early Help through a multi-agency approach.
- Home-school liaison is on-going.

10. The transition arrangements made for children with SEND

<p>On entry to the school, whether a child is joining us in one of our reception classes or in another year group, teachers and/or the SENCO liaises with the relevant pre-school setting or school, as well as with parents or other family members. Children are always invited to visit the school and spend some time</p>	<p>Transition between classes within the school is also carefully planned. New class teachers make informal contact with children they will teach over the course of the year, for example in clubs, on the playground, or by visiting their current classes. “New Class Days” then take place at the end of the summer term, when</p>	<p>Transition to High School is carefully planned and prepared for all children identified with SEND. This includes liaison between the SENCO and High School staff, a series of transition visits, and the passing on of records and assessment information. Where there are significant concerns that transition to High</p>
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<p>here, prior to admission. Children in the Early Years have two weeks of part time attendance before an appropriate attendance option is decided in liaison with parents and the advice and guidance other relevant professional where appropriate. Children are able to continue with part time attendance and build up to full time attendance in a way that best meets their needs.</p>	<p>teachers and teaching assistants continue to build relationships with children who will join their classes. Prior to the New Class Days, each child's current teacher meets the new teacher and, where necessary, the SENCO/SEND, to ensure that he or she has all relevant information. Parents are invited to meet the new teacher during the end of year Open Evening. Transition books are provided for the children who need additional support.</p>	<p>School may be difficult for any child, we also put in place a transition programme to help to prepare them for this and to maximise the support networks provided from their peer group.</p>
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Updated September 2024 by Sarah Cotton