



Barby CE School Primary School SEN INFORMATION REPORT

(Special Educational Needs and Disability (SEND) Information Report)

September 2023

What kinds of special needs are provided for in this school?

At Barby, we believe that every pupil, regardless of gender, race or disability, has a right to equal access to a broad and balanced curriculum.

We consider it essential that the curriculum is presented in a supportive and stimulating atmosphere, which values each child and encourages them to achieve their full potential.

This encompasses the four main areas of SEND:

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

Barby C of E Primary Schools' SEND Information Report is written with full regard to the United Nations Convention on the Rights of the Child.

Where can I find out about what is available locally for me, my family or my child?

How will my child be welcomed into the school?
How will my child be supported to be part of the school?

Northants Local Offer can be accessed via

<https://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer>

We believe that every child is an individual and should be valued. We believe that all children should have their needs met and should be given an equal access to the curriculum.

Our aim is to provide individual and small group provision for those children with Special Education Needs and or Disability, whatever those needs may be so, that they can reach their full potential.

We feel that their contribution to school life should be valued and we seek to build their self-esteem.

Please view details of admission procedure into our school.

Who is involved?

Class Teacher

Responsible for:

- The progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and informing the SENDCO as necessary.
- Writing children's Provision and Learning Maps, monitoring impact and keeping them up to date.
- Tracking pupils progress, reviewing and modifying support and challenge.
- Ensuring that all staff working with your child in school is helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

SENDCO - Mrs Cara Bolton

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.

Ensuring that you are:

- Involved in supporting your child's learning.
- Kept informed about the support your child is receiving.
- Involved in reviewing how they are doing.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapist, Educational Psychologist, etc.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are detailed records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- Monitoring the impact of policies and the effectiveness of provision in the school.
- Working with the Local Authority and External Consultants to implement and monitor our provision.
- Ensuring all staff take advantage of continued professional development to understand the diversity of needs within their cohort.

HEAD TEACHER: Suman Bedi

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- The Head teacher will give responsibility to the SENDCO and class teachers but is still responsible for ensuring that your child's needs are met.
- The Head teacher must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

SEN Governor: David Wickstead

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Monitoring the effectiveness of SEND provision in the school.

Additional Staff and Additional Support

A Teaching Assistant (TA) may be allocated to a pupil with exceptional special educational needs and/or disabilities and whilst they take a very valuable role in your child's education we would prefer that questions regarding your child's learning and progress are directed to the staff members named above. Of course, as a school we welcome daily dialogue between parent/carers and TAs on how a child's day has been and we do actively encourage this regular feedback.

Some staff are trained in specialist programmes such as;

- Protective Behaviours
- Friends for Life
- Drawing and Talking

Key staff have JOGO behaviour support training 2021.

How will teaching be adapted to meet the needs of my child?

Putting in place specific strategies (which may be suggested by the SENDCO or staff from outside agencies) to enable your child to access the learning task.

The teacher will have the highest possible expectations for your child and all pupils in their class.

- All teaching is based on building on what your child already knows, can do and can understand.
- Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child.
- All lessons are differentiated to meet the needs of your child and the class.
- Grouping of ability, mixed and independent work is used to support all pupils.

We ensure activities outside the classroom and school trips are accessible and available to all.

- Risk assessments are carried out for each and every trip and suitable numbers of adults are made available to accompany the pupils, with 1:1 support if necessary.
- Parents and carers are invited to accompany their child on a school trip if this ensures access or safety.
- After school clubs are available to all pupils. Vulnerable pupils are accommodated by adjustments being made to support their participation.
- Health and safety audits are conducted as and when appropriate.

What extra-curricular activities can my child participate in?

How will my child manage assessments?

How will my child be involved in their own learning?

Children are involved every day in their own learning. They are participative and involved in the marking of their own and their classmates work. The children are encouraged to talk about their learning in pairs and small groups. They are asked to evaluate both learning and teaching in a constructive and productive manner.

Children's targets are discussed with them and they take ownership of them and regularly appraise their own progress.

Pupils are consulted and their views entered into an individual One Page Profile. This profile, is updated annually in July by the class teacher on their transfer, and discuss with the new teacher helping to build relationships between staff and pupil.

A pupil's view on their progress towards outcomes is sought when targets are reviewed, with account taken of individual preferred learning styles.

All SEND children will have their assessment needs met by determining which access arrangements best suit the needs of each individual child. This may include:

- Different assessment room
- Additional time
- Having a scribe
- The use of a computer
- Increased font size, coloured scripts
- Supplementary rest breaks

How accessible is your school?

Our school is in a rural setting with a large playing field and a single story building. Teachers in school adapt the classroom layouts and equipment to cater for children with special needs and/or disabilities.

- Wheelchair access is viable through the front entrance of the school and directly into the mobile classrooms and library.
- Alternative coloured paper is available for pupils and staff with dyslexia.
- Children who benefit from the use of electronic equipment to aid their learning, have access to lap-tops and iPads.
- Additional resourcing such as writing slopes, writing grips, alternative scissors (e.g. loop scissors) coloured overlays, are readily available for children to use.
- Additional resourcing of specialist support programmes for specific needs are provided to support particular learners.

What skills do the staff have to meet my child's needs?

The Head teacher has experience in working in a range of schools, supporting children from all the different diversities.

The SENDCO's job is to support the class teacher in planning for children with SEND. The SENDCO has an accredited SENDCO certification, the NPQSL (National Professional Qualification for Senior Leadership) and a PG Certificate in Dyslexia and Literacy, she is also a Mental Health Lead.

The school's development plan, includes training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as Attention deficit hyperactivity disorder (ADHD) speech, language and communication difficulties or dyslexia.

- Team teach training 2021
- Drawing and Talking
- We have whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with SEND.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

How is behaviour managed?

Behaviour in school is based upon respecting others and their rights, motivation, self-esteem. Our Christian values underpin the high expectations we have for all future citizens.

- Children know what is expected of them, and why.
- They witness good models of behaviour from all adults.
- Staff have an agreed common approach across the school, working together to ensure good relationships between all members of the school community.
- This approach is based on the reinforcement of good behaviour and attitudes, the sharing of success.
- More detailed information about our procedures to promote positive behaviour and remain solution focused can be found in our behaviour policy.

How will I know how my child is doing?

All pupil's attainment and progress is rigorously tracked by the class teacher, subject leaders, SENDCO and Head teacher to ensure that all children are supported and challenged to achieve their best outcomes in learning whilst at Barby CE Primary School.

As well as scheduled termly meetings with the teacher, we have an 'open door' policy where parents can meet with staff about concerns. Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher or the SENDCO whenever they feel concerned or have information they feel they would like to share with the school.

At Barby CE Primary School we encourage strong home-school links and we ask for your support at home with targets and related learning activities.

What happens if I am worried about my child?

Progress and attainment is reviewed every term in detail for Reading, English and Mathematics as well all non foundation subjects.

Pupils who are not on track to meet end of year expectations may receive additional support through supplementary teacher intervention or in a staged approach via specific programmes of study designed to address their specific needs and delivered in addition to normal timetabled teaching.

Children on the School SEND register have specific targets which will be reviewed every term. You will be invited to attend a meeting in order for us to review and set new targets together.

The Leadership Team and SENDCO will also check that your child is making good progress with any individual work and in any group that they take part in. A range of ways will be used to keep you informed, which may include:

- Recording Journals
- Parents evenings
- Additional meetings as required.

If you tell us you think your child has a Special Educational Need or Disability, we will discuss this with you and investigate – we will share with you what we find and agree with you what we will do next and what you can do to help your child. We feel that parental partnerships are very important to pupils' self-esteem and welfare.

The school will follow a graduated approach to your child's learning. It will follow the sequence of - Assess, Plan, Do, Review. This way we can constantly make sure that the school is meeting your child's needs.

We implement the procedures in the SEN code of practice.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

How do you identify children who may have special needs?
How do I get to know if my child has SEND?

When children have an identified SEND before they start here, we work with the people who already know them and use the information already available to identify what their SEND provision will be in our school setting.

If our staff consider that your child has a SEND need we will observe them; we will assess their understanding of what we are doing in school, use assessments, or access additional expertise with your permission, to pinpoint what is causing difficulty. We will meet with you to discuss further strategies and support, as we value your involvement and contribution.

How will it work?

Support for children with identified special needs starting at this school:

- Our core purpose is to provide the best opportunities for learning for every child.
- We will first invite you to visit the school with your child to have a look around and speak to staff.
- If other professionals are involved, a meeting will be held to discuss your child's needs, share strategies used, to ascertain and ensure that the provision can be put in place to support your child's needs.
- The SENDCO and/or your child's key worker may make a home visit or visit your child if they are attending another provision.
- If all agree that needs can be met in our setting, we may suggest adaptations to the settling in period to help your child to settle more easily.

Children with specific barriers to learning that cannot be overcome through whole class good or better teaching (Quality First Teaching) and intervention groups:

- If your child has been identified as needing more specialist input in addition to good and outstanding class room teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress.
- Before referrals are made you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better.

The specialist professional will work with your child to understand their needs and make recommendations, which may include:

- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
- Support to set targets which will include their specific professional expertise
- Your child's involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group
- A group or individual work with outside professional
- Further assessment with other professionals when and if appropriate, involving the family.

- How is the effectiveness of the provision made for pupils with SEN evaluated?

We are continuously evaluating our practice to ensure the provision has a positive impact on the outcomes for all of our children. We do this in a variety of ways, including:

- Book scrutinies by senior leaders; this informs senior leaders on progress and how children with SEN are performing in the classroom in relation to their peers. It also provides a more detailed insight into the provision that is put in place in classrooms for pupils with additional needs.
- SENCO/SLT/governor monitoring through observations, meetings and regular reviews of provision in place in school.
- Monitoring and reviewing of interventions every term. Monitoring of Individual support plan targets.
- Learning walks by senior leaders and academy officers; this is often a much better way of seeing what happens in classrooms in a more informal way, as it is possible to see how children interact with the key adults in their school life.
- Performance management and tracking of pupil progress on a termly basis; this feeds directly into planning and intervention to ensure that gaps are narrowed.

- What support is available for improving the emotional, mental and social development of pupils with special educational needs.

We understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching and indirectly with every conversation adults have with pupils throughout the day. The delivery of the curriculum is underpinned by our Jigsaw PHSE curriculum which is aimed at developing the personal and social skills for life. In addition to this, key staff have received training on Mental Health First aid. Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources and intervention, beyond that required by pupils who do not need this support.

What if I think my child needs more help than the school can provide?

If you or the school believe that your child needs more support than the current provision set in place either you or the School can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer.

After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support they are providing.

After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more support in school to make good progress. If this is the case, they will write an Educational Health Care Plan (EHCP). The EHCP will outline support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.

This may be used to support your child with whole class learning, individual programmes or small groups including your child. Each child's programme will vary depending on the needs of the child and the targets set in the EHCP.

We may be able to offer in-house programs like:

- Speech and Language Therapy
- Nurture groups through pastoral care

We will always use the advice of external agencies e.g. an Educational Psychologist to help develop and review each child's needs.

What if the Local Authority says no?

If the LA decides not to issue an EHCP, they will write to you informing you of their decision. Ask the school to review or continue with the support at the current level and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

The school budget includes funding for supporting children with SEND.

- The Head teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- The Head teacher and the SENDCO discuss all the information they have about SEND in the school, including:
 - the children getting extra support already
 - the children needing extra support
 - the children who have been identified as not making as much progress as would be expected

Deciding what resources, training and support is needed.

All resources, training and support are reviewed regularly and changes made as needed.

How will the school fund the support needed for my child?

How will the school help my child to manage the transitions into the school, into a new class or on to a different school?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

We will contact the school SENDCO and ensure that they know about any special arrangements or support that need to be made for your child.

- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher.
- All Provision and Learning Maps will be shared with the new teacher.
- Depending on the needs of the child a visit to their new classroom will be provided to help them in their understanding of moving to a new class.
- Books can be made containing photographs of the child's new teachers, classroom, etc for your child to take home with them over the summer holidays so that they can become familiar with everything whilst they are not in school.

When moving into Barby CE Primary School during the academic year:

- We will meet with you and your child to discuss their needs and decide how to best transition into our school.
- We will liaise with previous school SENDCO to discuss the provision and obtain records from external agencies.
- Organise a meeting with parents within six weeks after starting to discuss the transition and ongoing support.

When moving to Secondary Education:

- We fully support parents and carers in making decisions about the secondary school they choose for their children and work with them to ensure the smooth transition from KS2 to KS3 is smooth.
- The SENDCO will discuss the specific needs of your child with the SENDCO of their secondary school, and arrange supplementary specialist session for SEND students as appropriate.
- Your child will have opportunities to learn about aspects of transition to support their understanding of the changes ahead.
- Secondary School support workers and staff are invited into school.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

Where can I or my child get further help, information and support?

<http://www.iassnorthants.co.uk/Pages/home.aspx> The Information Advise Support Service can be accessed from the link. (IASS) Offer support for parents of children with SEND in Northamptonshire.

Alternately we are pleased to discuss any aspect of learning with you directly. Please contact your child's teacher, the SENDCO or Head teacher if you have any concerns in regard to SEND.