

## 1. The kinds of Special Educational Needs provided for at Barns Green Primary School

We have defined Special Educational Needs using the 2015 SEND Code of Practice (CoP), which says that:

*'A child or young person has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.'*

At Barns Green there is a range of SEND found within the following areas of SEN:

- a) communication and interaction
- b) cognition and learning
- c) social, emotional and mental health difficulties
- d) sensory and/or physical needs

Where possible, and resources have allowed, we have provided additional to, or different provision from that which is generally made for most children in school. Although the school can identify special educational needs and make provision to meet those needs, we are unable to make diagnoses. After discussion with SENDCo parents may be advised to seek medical advice with reference to conditions as ADHD and Autism. The school can offer support, advice and 'signposting' to parents who have concerns relating to their child's medical needs.

## 2. Policies for identifying children with SEND and assessing their needs

Children with SEND are usually identified by one of the following routes which are part of the overall approach to monitoring the progress of all pupils:

Progress Meetings: The progress of every child is monitored termly by class teacher and the Head. Where children are not making progress in spite of 'Quality First Teaching' they are discussed at a termly 'Progress Meeting' and a plan of action is agreed.

Class teachers are continually aware of children's learning. If they observe that a child, as recommended in the 2014 Code of Practice, is making less than expected progress, given their age and particular circumstances, they will seek to identify a cause.

"Less than expected progress" could be progress that;

1. is significantly slower than that of their peers from the same baseline.
2. Fails to match or better the child's previous rate of progress.
3. Fails to close the attainment gap between the child and their peers.

Parents sometimes ask school to look more closely at their child's learning. We take all parent requests seriously and investigate them all.

Children may discuss worries with their teacher or another adult in school that they are not "keeping up" or feel confused. We take this seriously too and will always investigate to see if a child needs extra support.

The SENDCo and/or class teacher may undertake pupil assessments which will add to and inform the teacher's understanding of a pupil's strengths and areas of need. The SENDCo, working closely with parents and children, is able to seek outside agency advice where this is an appropriate course of action.

### **Arrangements for consulting parents of children with SEN and involving them in their child's education**

We aim to have positive, informative relationships with all of our parents. Our SENDCo will be available to meet with parents as concerns arise. If a child is experiencing difficulties, parents will be informed either at parents' meetings or during informal meetings to discuss the child's progress. A parent will always be informed, by the class teacher or SENDCo if a child has been identified as having an additional SEND and requires some support in their learning.

Once a child has been identified as having a SEND, the class teacher and SENDCo will invite parents to school to:

Discuss placing their child on the SEND register.

Discuss the graduated response so that the parent understands any new terminology and expectations.

Discuss any assessments, strengths and difficulties relating to their child.

Parents whose children are on the SEND register will be given a copy of their One Page Profile to take home and add their family thoughts to it. This ensures we get a fully rounded picture of your child.

Records are kept of any meetings and are available to parents. Thereafter, parents and children are invited to meet as required, to review progress made, set targets and agree provision for the next term.

### **Arrangements for consulting children with SEN and involving them in their education**

Depending on their age, interest and parental preference the child will be invited to attend all meetings (formal and informal) as part of this process.

Pupils are involved in the learning process at all levels e.g. through feedback and responses to teachers marking; awareness of their literacy and maths areas for development, self-assessment and reflection of their learning. All pupils on the SEND register have produced a one-page profile, which identifies their strengths, interests, what they enjoy about school, what they find challenging and what helps them to achieve. Pupils are encouraged to comment regarding their provision which can be scribed onto their Assess, do, review plans, by the Class Teacher(s).

### **Arrangements for assessing and reviewing children's progress towards outcomes, including opportunities to work with parents and young people as part of this assessment and review**

A one page 'Individual Pupil Profile' will be completed with pupil and class teacher. This will be shared with parents during parent liaison meetings described above. This document will include their strengths, interests, what they enjoy about school, what they find challenging and what helps them to achieve.

An Assess, Do, Review Plan is produced, as described above, for each child on SEN register, unless there is an external agency plan or EHCP (Educational Health Care Plan) in place, in which the targets presented on these would take priority.

The plan records specific and challenging outcomes or targets for the child to achieve in a term. Personalised provision is recorded on this plan and may be in small group work and/or support to access a differentiated curriculum. The day to day implementation of this plan is the responsibility of the class teacher who will work closely with support staff to record progress towards targets and outcomes during the term. Longer term targets will be broken down into smaller steps. The Assess, Do, Review Plan is reviewed at least termly and parents and pupils will be invited to be part of this process. There is also an opportunity to discuss your child's Assess, Do, Review Plan at parents' evenings.

An intervention timetable detailing provision in school, is shared with the Head teacher and reviewed termly to ensure all interventions are giving the child opportunities for progress. The SENDCo meets with class teachers to discuss the Assess, Do, Review plans in place in each class.

If an outside agency e.g. educational psychologist, speech and language therapist is involved with a pupil the SENDCo will always involve parents in the process. The SENDCo will support parents to understand any report and attend meetings, if requested by parents, to help them understand any jargon or new terminology.

The SENDCo will ensure reports or assessments are copied to parents and teachers. Advice and suggestions from outside agency advice will be incorporated as outcomes or targets on the pupil's Assess, Do, review Plan or, where applicable, followed from the agency's plan.

The school record keeping system (SIMS) is used for maintaining all SEND records and parents may request copies of information / reports.

Moving to EHCP (Education, Health and Care Plan):

If children fail to make progress over time, in spite of high quality, targeted support at SENS, we may apply for the child to be assessed for an EHC plan. The WSCC threshold will need to be taken into account, for this to occur.

### **Arrangement for supporting children and young people in moving between phases of education**

We acknowledge that children and parents sometimes find transition into a new school or a new class quite challenging and this is particularly challenging for parents of pupils with SEN or disability. This process can also be difficult for the children themselves.

Barns Green aims to provide support which may include;

#### Prior to entry to a new school (eg transfer to secondary)

A programme of additional visits to secondary school for vulnerable pupils.

Support groups with Learning Mentors.

Booklets to support transition.

A meeting for new parents at the new school, attended by class teachers, support staff, or SENDCo

Meetings with next school's SENDCo / class teacher and parent as required.

SENDCo and class teachers visiting pre-school settings

SENDCo liaising with outside agencies, to ensure support available

Additional visits to school as required for parents and pupil.

Annual Review Meetings (existing EHCPs) for Year 6 pupils are held in the Spring or Summer Term of Y5. Secondary school staff are invited to attend.

#### Transition within school:

Additional visits to new classroom.

Transition booklet with photographs of new class / key people (if required).

One page Profile meeting with new teacher to get to know each other

### **Approach to teaching children with SEND**

We believe that all children learn best when they are included with the rest of their class. Our aim is for all children to be working independently in class, reaching their full potential.

All children, including those with children with SEND, are taught by their teacher as well as being supported by teaching assistants.

Teachers aim to spend time each day working, in a group, with all children with SEN. When allocating additional teaching assistant support to children, the focus is on outcomes. We aim to allocate sufficient adult assistance to enable each child to reach challenging targets without developing a learned dependence on adult support.

Targets for children at SENS are set to be challenging in an attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps and are therefore used as a strategy in class. The intervention is monitored by the class teacher and pupil progress towards set objectives is kept under review. The SENDCo, working alongside the class teacher, monitors overall progress following completion of the intervention.

The school has a range of interventions. When considering an intervention we look at the child's learning need in order that we can match the intervention to the child. Interventions are planned in blocks of up to 12 weeks. Progress made in these interventions is recorded and assessed. A decision is made as to whether to continue, change or cease the intervention according to the child's progress against targets set.

Interventions form part of the Assess, Do, Review plan. An intervention will not necessarily be 1:1 time with an adult, but may take the form of ICT programmes or group work.

A snapshot of some interventions used in school during 2018-19 include;

Teach Your Monster to Read

RWI Phonic Booster

Memory Magic (Working Memory intervention)

Fresh Start (RWI intervention for KS2 Children)

Robust Vocabulary

Numicon 1:1 or small groups

Co-ordination group (supported fine motor skills)

Auditory memory 1:1

Rapid Reading 1:1 or small groups

Narrative Therapy

Barrier games

Positive Play

Stop it. Editor

All About Me (Learning Mentor group)

Transition visits (Learning Mentor)

Lego Therapy (run by Learning Mentor)

Time to Talk (Social skills)

Drawing & Talking (learning Mentor)

## **How adaptations are made to the curriculum and learning environment**

All of our children access the full National Curriculum, and we have recognised achievement and expertise in all curricular areas. As part of general class differentiation, curriculum content and ideas are made more accessible. This accessibility has been made possible by skilled support, effective use of scaffolding as well as provision of visual, auditory, tactile and concrete resources.

Barns Green Primary School is a 'disability friendly' school. Our award-winning school building is fully accessible. We also have a full treatment room, including hoist and wet room shower area. Within our Hub we have a chill out area and sitting height magnetic white board. We aim to teach in a way that will support children with tendencies towards conditions as dyslexia, dyspraxia, ADHD, and ASC. Our gardening area includes raised beds for easy access and all classrooms have easy access to a patio and the playground. Most children have ipads within school and staff regularly update the latest support apps.

Other adaptations to the physical environment are made, as appropriate, for children with other sensory disabilities.

## **The expertise and training of staff to support children with SEND; and how specialist expertise is secured**

All our teachers are trained in school to work with children with SEND. Some have more experience than others in this area. All teachers have access to advice, information, resources and training to enable them to teach all children effectively. We incorporate SEND training into our whole school staff training programme. This may include training from outside agencies, such as the speech and language therapy service, as well as training from within school resources and self-help opportunities. Teaching assistants also have access to 'in-house' training as well as opportunities to attend training provided by external agencies.

The SENDCo offers training and advice in school as well as sharing resources and disseminating information relating to SEND issues.

Staff meetings may include time for teachers, Head Teacher and SENDCo to discuss issues arising from SEND.

The school is able to access expert advice and support from the Local Authority (e.g. Educational Psychologist, Learning Support Service and Sensory Support Service). The school can access support and advice from Speech Therapy Service and School Nurses for medical advice and expertise. School can also opt to buy-in additional training and/or advice from a variety of independent sources.

We are members of the Weald Alliance – a SEND hub which is made up of 10 local schools – this allows us to share the latest expertise, resources and training that otherwise as a small school we might not have access to.  
<http://wealdsendalliance.org.uk/>

## **Evaluating the effectiveness of the provision made for children with SEN**

The class teacher reviews children's progress every half term. The management team monitor the overall effectiveness of provision and the impact on the children's learning in the classroom. Additional provision is adapted in light of this review process. The SENDCo termly report to governors includes specific information on the progress of pupils with SEND. The assess, do, review plans ensure that specific interventions are regularly monitored to ensure they are providing support for the child's specific needs. Intervention timetables and staff notes made during sessions

are reviewed termly by SENDCo, including use of ipads where recording progress on paper might be more difficult.

### **How children with SEN are enabled to engage in activities available with children in the school who do not have SEN**

All our children have equal access to lunchtime clubs, after school clubs and support activities which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Class educational visits and residential visits are part of our curriculum and we aim for all children to be included in all of them. No child is excluded from an educational visit and residential visit because of SEND or medical needs.

### **Support for improving emotional and social development**

Values are taught through assemblies, circle times and the PSHCE curriculum. The school has a Learning Mentor, Mrs. Jo Sands who provides excellent support, developing trusting relationships with specific children. If the child is felt to have long term emotional or mental health needs – for example with anxiety or anger management – the school offers a range of interventions to develop social skills or emotional resilience.

The school council provides a way for pupils' voices to be heard. All children were able to be a school council representative, whether they have SEND or not. All members of staff including our head teacher, class teachers, learning support assistants and the SENDCO are always available for pupils who wish to discuss issues and concerns. Pupils are encouraged to think about who they would go to if they had worries and know that this does not have to be their class teacher.

The school has a zero-tolerance approach to bullying, especially towards children with SEND. We will actively investigate all allegations and, if there is cause, work with parents, the bully and the victim to improve social skills and resolve any bullying. All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs. A behaviour difficulty is not classified as a SEND. If a child shows consistent, unwanted behaviours, the class teacher will assess the child's needs. This will involve working with the family to explore any circumstances, or history of experiences, which may impact on a child's behaviour. If the child's behaviour is felt to be a response to trauma or to home-based experiences we will work with the family to explore options for support. This may involve working with the family and other outside agencies such as social care or medical professionals. If parents and school are concerned that the child may have mental health needs, the school would 'signpost' parents to their GP or the School Nurse for a possible referral to an outside agency such as CAMHS.

### **How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting the needs of children with SEN and supporting their families**

Our school has excellent relationships with outside agencies and, through our locality hub, we can access the latest support.

A snapshot of some of the agencies we worked with in 2018-19 ;

Integrated Prevention and Earliest Help Service (IPEH) – sometimes referred to as Early Help

Child Development Centre

Education Psychology

SALT (Speech and Language)

CAMHS

West Sussex Autism and Social Communication team

West Sussex Learning and Behaviour Advisory Team

Reaching Families/Umbrellas family support group Billingshurst

Special Educational Needs and Disability Information, Advice and Support Service - SENDIAS

### **Arrangements for handling complaints from parents of children with SEND about the provision made by the school**

The school aims to work in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

All complaints are taken seriously and are heard following the school's complaints policy and procedure. A copy of this is available on our website or from the office.

#### **Governors:**

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of the children with SEND following the Code of Practice 2014.

Note: The 2019-20 Governor with particular responsibility for SEND is Mrs. Penny Pavey - She will meet with the SENDCo at least termly to discuss actions and provision in school relating to SEND.

#### **West Sussex Local Authority Local Offer:**

The purpose of the Local Offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25 across education, health and social care. This Local Offer can be found through our website.

#### **Equal Opportunities:**

The school is committed to providing equal opportunities for all in all aspects of school, regardless of race, faith, gender or capability. We promote self and mutual respect and a caring non-judgmental attitude throughout the school.

#### **Review Framework:**

This document will be reviewed annually (or sooner in the event of revised legislation or guidance)

Date: September 2019

Review date: September 2020

#### Glossary

SEND Special Educational Needs and Disabilities

SENDCo Special Educational Needs and Disabilities Coordinator  
SENS Special Educational Needs Support (this used to be called the SEN register)  
SIMS Student Information Management System.