



## **Introduction**

All schools in the London Borough of Barnet have a similar approach to meeting the Special Educational Needs and Disabilities (SEND) of children in mainstream.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible.

### The LA Local Offer

The Children and Families Bill 2014 requires Local Authorities and schools to publish and keep under review information about services they expect to be available for the children and young people with SEND aged 0-25. This is the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

Our SEND Information Report can be found below:

### **Barnfield School SEND Information Report**

Barnfield SEND Information report complies with the statutory requirements laid out in the Equality Act 2010 as well as the requirements laid out in Part 3 of the Children and Families Act 2014 and the SEND Code of Practice 0-25 July 2014 (which came into force from the 1st September 2014).

Barnfield Primary School is a fully inclusive school. We are fully committed to ensuring the equality of education and opportunity for all pupils to reach their potential. All pupils have access to a broad and balanced curriculum.

Barnfield School operates a 'whole pupil, whole school' approach to the management and provision of support for SEND.

We maintain up to date knowledge of current SEN good practice and methodology in order to offer support and training in these areas to all staff in the school.

## What kind of Special Educational Needs and Disability Provision is available at Barnfield?

We meet the needs of all students with SEND by offering appropriate and flexible forms of educational provision, by the most efficient use of all available resources.

1. Class Teachers providing high quality teaching appropriately differentiated for individual pupils. All teaching staff are monitored by the Leadership Team to ensure that the First Quality of Teaching and Learning is good to outstanding. Teachers have the highest aspirations for **all** children.
2. Targeted provision - support is focused on individual need and personal outcomes. Class Teachers work with the SENCO and/or Support Teacher and/or Outside agencies where necessary to implement appropriate intervention/support programmes.

Targeted provision includes

- Support with differentiated work in the classroom
- Small group work focusing on targeted areas of need
- Specific individual support from the school or external experts
- Support is delivered by trained and skilled staff
- Barnfield has a speech therapist working 2 days a week

## How does Barnfield know that a child has SEN?

We identify and assess students with SEND as early and as thoroughly as possible using the revised Code of Practice (2014).

The SEN Code of Practice 2014 defines SEN as:

- 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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:
  - (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
  - (b) 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 or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special

The four broad areas of need are:

1. Communication and interaction
2. Cognition and Learning
3. Social emotional and mental health difficulties
4. Physical and sensory

The identification of SEND starts at the entry level of attainment to Barnfield. At Barnfield we monitor the progress and development of all pupils.

Pupils are identified as having SEND in a variety of ways, including the following:

- Concerns raised by the Class Teacher- staff assessment using observation, pupil progress information, attainments, behaviour
- The pupil is performing significantly slower than that of their peers or fails to match their previous rate of progress, despite high quality teaching.
- Standardised tests
- Profiling tools eg for speech and language, behaviour
- Concerns raised by parent/carer.
- Screening assessments for specific needs
- Liaison with outside agencies eg physical health diagnosis with a paediatrician
- Assessments by specialists
- Information from previous placements or LEA.

Parents/carers and pupils are fully involved in the identification and assessment of SEND. We strive for close co-operation between all agencies concerned, using a multi-disciplinary approach.

There can be many reasons for pupils making less progress than their peers. These may include absences, attending lots of different schools or worries that distract them from learning. Barnfield understands that children who experience these barriers to learn are vulnerable and this does not mean that all vulnerable learners have SEN. Only those that have a learning difficulty that requires special educational provision will be identified as having SEN.

**What should I do if I think my child has SEND?**

If you have any concerns regarding your child's progress, please speak to your child's Class Teacher or Mrs Lorraine Welch (SENCO).

School Contact Number is 020 8952 6026.

What are the arrangements for consulting parents/carers of children with SEND and involving them with their education?

At Barnfield School aim to treat all parents/carers as partners. We promote a transparent, supportive relationship with parents and encourage their active involvement in the education of their children. We like to acknowledge and draw on your knowledge and expertise in relation to your child. We focus on your child's strength as well as additional need.

We aim to provide a partnership by:

- Involving parents/carers as soon as a concern is raised. Parents/Carers are kept informed at all times
- The SENCO and Class Teacher meeting parents/carers of children with identified SEND to discuss progress and the impact of interventions. If further understanding of your child's needs is required you will be consulted and other professionals will be invited into school.
- Supporting parents/carers in their understanding of outside agency advice and support
- Recognising the personal and emotional investment of parents and being aware of their feelings
- Undertaking Annual Reviews for children with a Statement of Educational Needs or Education Health Care Plans (EHC Plans)
- Ensure parents understand procedures, are aware of how to access support preparing their contributions and given documents before meetings.

What are the arrangements for consulting children with SEND and involving them with their education?

All children are involved with their learning at Barnfield.

Often, children with SEND have a unique knowledge of their own needs and opinions about what sort of support they would like to help them at school. Their perceptions and experiences can be invaluable. It is therefore the aim of the school to involve them in discussions and decision making whenever possible. Children have the opportunity to discuss the setting and reviewing of targets. Barnfield believe that all children need to feel confident that they are being listened to and their views are valued. Where applicable, children with Statements of Educational Needs or Education Health Care Plans ( EHC Plans) attend and contribute to their Annual Reviews. All Year 6 children attend their AR to meet a key member of staff from their new secondary school.

What are the arrangements for assessing and reviewing children's progress towards outcomes?

If a learner is identified as having SEND, Barnfield will provide support that is **additional to** or **different from** the differentiated approaches and learning arrangements provided as part of high quality personalised teaching intended to overcome barriers to their learning.

We use a graduated approach to provide support. The Code of Practice describes the graduated approach as is a 'cycle through which earlier decisions and actions are revisited, refined and revised with the growing understanding of pupils' needs' The graduated approach involves **assessment, plan, do** and **review**.

#### Assessment

We need to have a clear understanding of the pupil's strengths and needs. Various assessments are used to give information to enable the identity of specific areas of needs and gaps in the pupil's learning and development and to clarify what the barriers to learning may be. Views of the parent/carer and pupil and where applicable, advice from outside agencies are also taken into consideration.

#### Plan

When the specific areas of need and gaps in learning have been identified, additional or different provision targeted at these areas are planned for. Parents/carers are notified if a pupil needs the SEN support. Interventions/support programmes planned are discussed with parents/carers with their expected outcomes. The plan for targeted provision is discussed with the pupil so they are aware of what the expected outcomes are. A date to check progress and evaluate support in school is set.

#### Do

Class Teachers provide high quality teaching appropriately differentiated for individual pupils. Staff working with a pupil with SEND are made aware of support provided and any teaching strategies or approaches that are required. Specific intervention/support programmes are timetabled and implemented with highly skilled staff. These programmes are monitored. The Class Teacher is responsible for all pupils on a daily basis. The Class Teacher works closely with support staff and assesses the impact of the support in the classroom.

## Review

Your child's progress is continually monitored by the Class Teacher. All Class Teachers have termly Pupil Progress meetings with the Leadership Team. Outcomes of targeted provision is discussed with the parent/carer at the planned review meeting – or before if needed.

If your child has a statement of educational need or an EHC plan, progress is discussed at your child's Annual review.

The review gives information for the next step with supporting your child.

How does Barnfield support a child with SEND when they join the school, move on to another class or school?

Barnfield recognises that transitions can be difficult for a child with SEND. We take steps to ensure that the transition is as smooth as possible.

## Joining us in Nursery

All Nursery children have a home visit from the foundation stage co-ordinator/ Nursery Staff. Any concerns and/or information about SEND will be discussed and passed on to the SENCO.

Any outside agencies should contact the school and arrange a meeting to discuss the child with the parent/carer, SENCO and Nursery staff at the school.

An appropriate programme of settling the child is discussed and implemented.

Any resources required to support the needs of the child is organised.

If the child is joining us from another setting, information from the previous setting will be sought.

## Joining us from another school

- The SENCO or Pastoral Manager will liaise with the child's previous school.
- The child's school will send any records of information on to Barnfield.
- If appropriate members of the SEN team will visit the child at his/her school
- Visits can be planned according to need to ease the transition

If the child has a statement of educational needs or an EHC plan, Barnet need to be informed and they will liaise with us about having the provision to meet the needs of the child. The Head Teacher and SENCO will meet the parent/carer and child to discuss the statement of educational needs or EHC plan. The transition will be according to need.

## Moving on to the next class

- Meetings are held in the Summer term with present staff and the following staff to discuss all children. Information on children with SEND is passed on.
- If needed, a transition plan with relevant staff and the parents/carers is written to support the child.
- If needed, a transition booklet with visual aids is given to the parent/carer and child to discuss at home and prepare the child for his/her new class and possible new routines.

#### Moving on to another School

- The SENCO or Pastoral Manager will liaise with the next school
- Barnfield will send any records of information on to the next school.
- If the child has a statement of educational needs or an EHC plan, the SENCO will inform Barnet.
- In Yr 6, for a child with a statement of educational needs or an EHD plan, the SENCO of the secondary school is invited to the Annual Review – to meet the pupil, parents/carers and discuss the needs and a transition plan.

What is Barnfield's approach to teaching children with SEND and how is the curriculum and environment adapted?

Barnfield's approach to teaching children with SEND is the same as teaching **all** children.

- All children process and learn new information through three main learning styles: Visual, Auditory and Kinaesthetic. All Teachers are aware of these teaching styles and adopt their teaching to ensure they can meet the needs of all children.
- All children participate with brain gym three times daily to enhance their learning.
- Lessons have clear learning objectives and all learning activities within class are planned and differentiated at an appropriate level. This enables children to access learning according to their specific needs.
- Teaching assistants are employed to support children and the teacher in a variety of ways, one of which is to enable the the class teacher to work with small groups in the classroom.
- Specially trained, experienced support staff can implement the teachers' modified/adapted planning to support the needs of children where necessary.
- Children have access to resources according to their need.
- Teachers use a visual timetable
- To maximise learning, sometimes children work in small groups or one to one outside the classroom.

- Wherever practicable, the school environment is modified and adapted to meet the needs of pupils. This includes accessing specialist equipment if needed. Barnfield has disabled toilets and a stair lift to enable a wheelchair user to access different levels of the school.

### How are teachers helped with supporting children with SEND?

The SENCo and Support Teachers support the Class Teacher in planning for children with SEN.

- The school provides training and support to enable all staff to improve the Teaching and Learning of all children, including those with SEN.
- Barnfield Speech and Language Therapist works with targeted children and gives training and advice in the early years.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.
- Outside agencies such as Advisory Teachers, Educational Psychologists come into school and give staff advice and training.
- The NHS Speech & Language therapist visits termly to assess and plan support for targeted pupils. The SALT gives training to Teaching Assistants. These programmes are then delivered by the Teaching Assistant under supervision of the therapist and SENCO

### How does Barnfield evaluate the effectiveness of provision for children with SEND?

- Your child's progress is continually monitored by the Class Teacher. Class Teachers and Teaching Assistants work together closely and liaise regularly to discuss how children are progressing within class and/or when working in a small group.
- Pupil progress meetings/discussions are held termly to track children's progress throughout the year
- In the Nursery and Reception, Learning Journey books reflect observations and informal assessments of children's progress.
- The Early Years Foundation Stage Profile is updated termly to track the development and attainment of children in Reception
- All children at the end Year 1 complete the Phonics Screening Check.
- Children are formally assessed by Standard assessment Tests (SATs) at the end of Year 2 and Year 6. The results of these tests are published nationally.
- The progress of children with a Statement of SEN/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education



- Interventions are assessed before starting a programme, monitored for the duration of the intervention and a closing assessment is completed at the end.

How are children with SEND enabled to engage in activities available with children in the school who do not have SEND?

Barnfield Primary School is a fully inclusive school.

**All** children are included in **all** activities including school visits, extra curriculum activities, breakfast and after school club with their peers. During Year 4 and Year 6, **all** children have the opportunity to participate with a residential trip.

Safety is considered at all times and risk assessments are completed before all visits/trips. Sometimes individual risk assessments are needed for specific pupils. Care plans are completed for any pupil with medical needs that may require additional support, supervision or medication. If required, Barnfield will provide additional support and provision. Strategies are provided and shared with parents to prepare pupils for visits/trips and activities.

What support does Barnfield offer for improving emotional and social development?

Our School Welfare Assistant co-ordinates all medicines, consent forms, care plans and liaising with parents.

The School Nurse visits the school regularly

Our Pastoral Manager and Learning Manager work closely with children and families with social emotional needs.

If needed, the Pastoral Manager and Learning Mentors give 1:1 support to children with social and emotional behavioural needs.

All juniors have access to a worry box which is emptied daily by the Pastoral Manager. She responds according to need.

Children needing support with improving emotional and social development have the opportunity to attend lunchtime and playtime clubs/social skills groups.

Reception children have access to the Rainbow Room at lunchtime.

Some Yr 6 children are trained to be mentors in the playground

Some Yr 6 children are trained to be members of a playground squad to support the younger children in the playground.

Barnfield have 'buddies' in classes to help settle in new children.

We have a PSHE curriculum that aims to promote knowledge, understanding and skills needed to develop the children's emotional and social knowledge and well-being.

We have a weekly thought of the week.

How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting the needs of children with SEND and their

- High Incidence Support Team (HIST)
- Educational Psychologist (EP)
- Autism Advisory Service
- Hearing Impairment Team
- Visual Impairment Team
- Physical Disability Team
- Health an Emotional Well-being Service
- Barnet Primary Project
- CAMHS (Child & Adolescent Mental Health Service)
- National Health Speech & Language Therapy Service (SLT)
- Talk with Us - Speech and Language Therapy Service
- Occupational Therapy Service (OT)
- Paediatric Services
- Physiotherapy Service
- School Nurse / Doctors/ Hospitals
- Social Services
- Multi-Agency Safeguarding Hub (MASH)
- Educational Welfare officer

What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school?

Parents who wish to complain are strongly encouraged to initially speak to the Head Teacher regarding their complaint. If the issue cannot be resolved at this level or the complaint is regarding the Head Teacher the parent would be directed to the school's complaints procedure.