

Barnfield Primary School

Special Educational Needs Information Report



**‘Be the best you can be’
DREAM. BELIEVE. ACHIEVE**

Special Educational Needs Information Report			
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Ratified by Governors	To be ratified	Website	Yes

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The SEND Team:

Headteacher – Catherine Goodwin

Inclusion Leader and Special Needs Coordinator (SENCo) – Ida Møller

SEN Governor – Nicola Kettle

1. Introduction

Barnfield Primary School is an inclusive school. We strive to ensure that all children are supported, celebrated and challenged to reach their full potential.

The school is committed to providing children with the greatest possible access to a broad and balanced education. For children with SEND, it is the aim to identify the individual needs of each child and provide these children with appropriate support. The school recognises that there is a continuum of special educational need requiring a continuum of appropriate provision.

This SEND Information Report will be updated annually to reflect changes and plans within the school. The report states the current provision within Barnfield Primary School.

2. School Offer

We strive to 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.

2.1. High-Quality Teaching

Barnfield's approach to teaching children with SEND is the same as teaching all children. Class teachers provide high-quality teaching appropriately differentiated for pupils. All teaching staff are monitored by the subject leaders, phase leaders and senior leadership team to ensure that there is high-quality teaching and learning. This ensures that:

- all staff must have the highest aspirations for all children;
- 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 used to support children and the teacher in a variety of ways, one of which is to enable the class teacher to work with small groups in the classroom;
- 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;
- to maximise learning, sometimes children work in small groups or one to one outside the classroom;

- and 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.

To ensure the best outcomes for children:

- the school provides training and support to enable all staff to improve the teaching and learning of all children, including those with SEND;
- Barnfield's independent 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;
- and, outside agencies such as Advisory Teachers, Educational Psychologists visit the school to give staff advice and training.

2.2. Provisions

In addition to whole class teaching, targeted and specialist provision is used. Support is focused on individual need and personal outcomes. Class teachers work with the SENCO and/or outside agencies where necessary to implement appropriate intervention/support programmes. These include:

- support with differentiated work in the classroom;
- small group work focusing on targeted areas of need;
- specific individual support from the school or external professionals;
- and, support delivered by trained and skilled staff

The provisions given are dependent on the area of need. Some of these are outlined below:

Area of Need	Provision
Cognition and Learning	<ul style="list-style-type: none"> • Staff use literacy and numeracy assessments to identify individual needs of children. • Specific maths and English interventions • Educational Psychologist involvement • 1:1 support with more adaptation in class

	<ul style="list-style-type: none"> • Access to ICT and alternative methods of recording • Access to Inclusion Advisory Team
Communication and Interaction	<ul style="list-style-type: none"> • Access to private Speech and Language Therapist • Additional TA support in class, small groups and 1:1 • Trained staff with Talk Boost • Access to Inclusion Advisory Team • Access to Autism Advisory Team • Individual visual timetables • Access to alternative communication systems e.g. Makaton, PECS Trained TA in Nursery with Makaton • Access to individual work stations
Social, Emotional and Mental Health	<ul style="list-style-type: none"> • Identification and assessment in school • Additional support and advice from outside agencies e.g. IAT, CAMHS • ELSA • Lunch clubs • Behaviour Management Plans • Monitoring and support during playtimes and lunchtimes • Access to Inclusion Advisory Team • Access to Parent Practitioner
Physical and Sensory	<ul style="list-style-type: none"> • Access to soft play room in Children Centre • Sensory room • Access to various fine motor skill tools e.g. stabile pens, pencil/pen grips • Fine motor skill groups • Advice from OT • Advice form Physio • Advice from advisory Teachers for physical and sensory needs

3. Staff Training

Training needs are identified within the whole school development plan. Individual training needs for all staff members are identified through appraisal by line managers or by

individual request. Teachers and support staff are constantly updating their practice and learning on the job to ensure they use effective strategies to enable all children to access the curriculum. Some training is mandatory, and some relates to the medical needs of children.

To ensure that good practice is implemented throughout the school:

- staff participate in Barnet SEND training;
- the school uses a programme of professional development for its staff and offers opportunities for all staff to take advantage of relevant training;
- the school subscribes to the BPSI and IAT for training;
- and the school makes best use of training and INSET offered by outside support agencies.

4. Identification of Needs

We believe that the earlier action is taken for a child who may have SEND the more responsive the child is likely to be. As part of our aim to identify children who may have SEND, we will measure the children's progress by referring to:

- concerns raised by the class teacher;
- staff assessment using observation, pupil progress information, attainments, behaviour;
- a pupil performing significantly slower than that of their peers or fails to match their previous rate of progress, despite high quality teaching;
- concerns raised by parent/carer;
- liaison with outside agencies e.g. physical health diagnosis with a paediatrician;
- assessments by specialists;
- and information from previous placements or LA.

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 SEND. Only those that have a learning difficulty that requires special educational provision will be identified as having SEND.

If you have any concerns regarding your child's progress, please speak to your child's class teacher or contact Mr Moore (SENCo) via the school phone number (020 8952 6026) or email (moore@barnfield.barnetmail.net).

5. Child Voice

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 Education Health Care Plans (EHC Plans) attend and contribute to their Annual Reviews. Additionally, we will:

- involve children with SEND in the development, discussion and review arrangements of their Support Plans at a level appropriate to them;
- seek children's views as part of the statutory annual review process where possible;
- encourage children to have a share in the recording process and in the monitoring and evaluation of their performance;
- be sensitive to the level of understanding and feelings of the child and provide information in a non-stigmatising way;
- and, help the child to understand the agreed outcomes of any intervention and how they can be a partner in working towards their goals.

6. Parent/Carer Voice

At Barnfield School aim to treat all parents/carers as partners. We promote a transparent, supportive relationship with parents/carers 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;

- the SENCo and/or class teacher meeting parents/carers of children with identified SEND to discuss progress and the impact of interventions;
- supporting parents/carers in their understanding of outside agency advice and support
- recognising the personal and emotional investment of parents/carers and being aware of their feelings;
- undertaking Annual Reviews for children with Educational Needs or Education Health Care Plans (EHC Plans);
- and, ensuring parents understand procedures, are aware of how to access support preparing their contributions and given documents before meetings.

7. Graduated Approach

At Barnfield School, we adopt a graduated response that encompasses an array of strategies in order to help children with SEND. We believe in making full use of all available classroom and school resources before seeking help from outside agencies.

We follow a model of action and intervention that is designed to help children towards independent learning and is the model laid out within the '*Special Educational Needs and Disability: Code of Practice 0-25 years*' (January 2015).

We use a graduated approach described by the Code of Practice as a 'cycle through which decisions and actions are revisited, refined and revised with the growing understanding of the pupils' needs. The graduated approach involves assessment, plan, do and review.

7.1. Assessment

We use assessments to give 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.

7.2. 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 SEND support. Support plans are created, which will contain the following information:

- pupil's views;
- pupil's needs;
- outcomes;
- details of targeted provision;
- and outcomes review.

Support plans are discussed with parents/carers. The plan for targeted provision is discussed with the pupil so they are aware of what the expected outcomes are.

7.3. Do

Class teachers provide high quality teaching appropriately differentiated for individual pupils. SEND support staff will give advice for differentiation in the class.

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;
- and support delivered by trained and skilled staff.

Specific intervention/support programmes will be timetabled and implemented with staff. These programmes are monitored.

Staff working with a pupil with SEND will be made aware of any teaching strategies or approaches that are required.

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

7.4. Review

Children's progress is continually monitored by the class teacher. Class teacher 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, Tapestry is used for observations and informal assessments of children's progress. Also, the Early Years Foundation Stage Profile is updated termly to track the development and attainment of children in Reception

Formal summative assessments are used throughout the school also. These include:

- all children at the end Year 1 completing the Phonics Screening Check;
- children participating in Standard assessment Tests (SATs) at the end of Year 2 and Year 6. The results of these tests are published nationally;
- and, Year 4 children completing the Times Tables assessment.

Additionally, Support Plans are working documents and are reviewed a minimum of three times a year. The pupil's progress is evaluated and intervention stages adjusted if necessary. Outcomes of targeted provision are discussed with the parent/carer at the planned review meeting – or before if needed

The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education

If a pupil continues to make less than the expected progress, despite the evidence-based support, the school may need to involve outside agencies.

8. Transitions

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.

8.1. Joining us in Nursery

All Nursery children have a home visit from the Early Years Leader / 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.

8.2. Joining us from another school

The SENCo or Pastoral Leader will liaise with the child's previous school. Barnfield will request the previous school to send any records of information on to Barnfield. If appropriate members of the SEND team will visit the child at his/her school or visits to Barnfield will be planned according to need to ease the transition

If the child has 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.

8.3. Moving on to the next class

To aid with in-school transition, 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 and 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.

8.4. Moving on to another School

When a child leaves Barnfield, the SENCo or Learning Mentor will liaise with the next school. At the next school's request, Barnfield will send any records of information on to the next school.

In Year 6, for a child with an EHC 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.

9. Wider School Activities

All children are included in all activities including school visits, extra curriculum activities, breakfast and after school club with their peers. During 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.

10. Social, Emotional and Medical Needs

Our School Welfare Assistant co-ordinates all medicines, consent forms, care plans and liaising with parents and the School Nurse visits the school regularly.

Our Pastoral Leader works closely with children and families with social emotional needs. All children have access to the Pastoral Leader. 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 Year 6 children are trained to be mentors in the playground and some Year 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.

11. Outside Professionals

At Barnfield, we will utilise the outside agencies when specific support is required. Outside agencies include:

- Autism Advisory Service
- Barnet Integrated Clinical Services (BICS)
- CAMHS (Child & Adolescent Mental Health Service)
- Early Help Team
- Educational Psychologist (EP)
- Educational Welfare officer
- Hearing Impairment Team
- Inclusion Advisory Team
- Multi-Agency Safeguarding Hub (MASH)

- NELFT Speech & Language Therapy Service (SLT)
- Occupational Therapy Service (OT)
- Paediatric Services
- Physical Disability Team
- Physiotherapy Service
- Primary Mental Health Team
- Private Speech and Language Therapist
- School Nurse / Doctors/ Hospitals
- Social Services
- Visual Impairment Team

12. Local Offer

Information on the Barnet's local offer and the services provided to children with SEN can be accessed via this link: www.barnetlocaloffer.org.uk

13. Other Policies and Documents

This SEND Information Report complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance documents:

- Equality Act 2010: advice for schools DfE 2013
- SEND Code of Practice 0-25 (2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions 2014
- Teachers' Standards 2012