

Barnfield Primary School

Relationships and Behaviour Policy



Relationships and Behaviour Policy	
Written by:	Catherine Goodwin
Date:	September 2025
Approved by:	Wendy Kravetz
Date:	25.09.25
Review frequency:	Every year
Target Audience:	All Stakeholders

1. Introduction

Barnfield Primary School is a welcoming, inclusive community where all children are supported, celebrated and challenged to reach their full potential. We are committed to ensuring every pupil has the highest possible access to a broad, balanced and ambitious curriculum.

For children with Special Educational Needs and Disabilities (SEND), we aim to:

- identify individual needs at the earliest opportunity;
- put appropriate, evidence-based support and adaptations in place;
- work collaboratively with families and external professionals;
- and enable pupils to develop independence, confidence and success.

We recognise that SEND sits on a continuum and therefore a flexible range of provision is required to reflect the varying and changing needs of children. This SEND Information Report reflects Barnfield's current support offer and is reviewed annually.

2. School Offer

We strive to meet the needs of all pupils with SEND through responsive, efficient and carefully resourced educational provision. This is through the main stream and through our Apple Classes – a designated SEND space for children. Children access this based on level of need.

2.1 High-Quality Teaching

Our approach to teaching pupils with SEND is aligned with our approach for all pupils. The classroom teacher is responsible for delivering high-quality teaching that is appropriately adapted. This ensures that:

- all staff maintain the highest aspirations for every child;
- learning objectives are clear and activities are planned and scaffolded at a suitable level so that pupils can access learning based on need;
- teaching assistants (TAs) are deployed flexibly, including to facilitate teacher-led small group instruction in class;
- support staff deliver adapted planning and intervention programmes as required;
- pupils access tailored resources, assistive technology and alternative recording methods where appropriate;
- 1:1 or small-group learning outside the classroom is used when this maximises progress or meets a specialist need;
- and, wherever practicable, the environment is adapted, including through specialist equipment, to reduce barriers to learning.

To secure positive outcomes, we further provide:

- ongoing professional development and coaching for staff;
- support, recommendations and training from our independent Speech and Language Therapist (SALTs), including in Early Years;
- attendance at external training relevant to pupil needs;
- and specialist advisory input from professionals such as the Inclusion Advisory Team, Autism Advisory Teachers and Educational Psychologists.

2.2 Targeted & Specialist Provision

Provision is outcome-focused and responsive to each pupil's profile. Teachers collaborate with the SENCo, SEND Teacher and external agencies to implement interventions, which may include:

- in-class adapted learning tasks;
- structured small group interventions targeting key skills;
- personalised support from specialist or external professionals;
- and support delivered by skilled, trained staff.
- Support from Apple provision where there are small classes with a QTS teacher, HLTA and specialist SEND support staff.

Our Areas of Provision

Area of Need	Barnfield Provision Offer
Cognition & Learning	<ul style="list-style-type: none">• Diagnostic literacy and numeracy assessment to identify need• Targeted English and Maths interventions• EP and Inclusion Advisory Team involvement• Enhanced 1:1 adapted classroom support• Assistive ICT and alternative recording methods
Communication & Interaction	<ul style="list-style-type: none">• Access to an independent Speech and Language Therapist• TA-supported small groups and 1:1 communication sessions• ELSEC certified staff• Visual timetables and communication aids• Makaton and PECS trained support staff• Individual work stations where appropriate
Social, Emotional & Mental Health (SEMH)	<ul style="list-style-type: none">• In-school identification, assessment and movement breaks• External professional support (IAT, CAMHS, Parent Practitioner)• ELSA emotional support• Lunchtime nurture and friendship clubs• Behaviour Support and Management Plans• Structured playtime and lunchtime monitoring
Physical & Sensory Needs	<ul style="list-style-type: none">• Sensory room access• Fine motor groups and adaptive writing tools (stable pens, grips etc.)• OT and Physiotherapy professional advice• Specialist sensory and physical advisory teacher input• Access to soft play room via Children's Centre

3. Staff Training and Professional Development

Staff training needs are mapped through the Whole School Development Plan, appraisals, and individual requests. Training may relate to SEND teaching approaches, inclusion best-practice or pupil medical needs.

To embed strong practice across the school:

- staff access Barnet-delivered SEND training and briefings;
- the school subscribes to the BPSI and Inclusion Advisory Team (IAT) training offer;
- staff attend specialist external agency training aligned to pupil need;
- and SEND practice is continually improved through professional learning, coaching and in-house expertise.

4. Identification of Needs

We believe early identification leads to stronger outcomes. We monitor progress through:

- teacher concerns raised through daily practice and Assess, Plan, Review cycles;
- observation-based assessment of learning, social communication and behaviour;
- analysis of attainment and progress data;
- parental concerns and professional discussions;
- external diagnoses and reports (e.g. paediatrics, health professionals);
- previous school or setting information;
- specialist assessments;
- and Local Authority liaison.

Barnfield recognises that not all vulnerable learners have SEND. Only pupils requiring additional and different provision to access learning are recorded as having SEND.

For concerns about your child, please speak to the class teacher or contact:

- Mrs Power – SENCo
- School Phone 02089526026
- SEND Email Contact: sendco@barnfield.barnetmail.net

5. Child Voice

Barnfield encourages pupils with SEND to contribute meaningfully to target setting and review.

When appropriate, pupils:

- share views in support planning discussions;
- contribute to statutory Annual Reviews of EHC Plans;
- monitor their own progress with adult support;
- receive information in an encouraging, non-stigmatising format;
- and work toward goals as active partners in their provision.

6. Parent/Carer Partnership

We value parents and carers as co-educators. Our partnership approach includes:

- early and ongoing communication when concerns emerge;

- structured meetings to review impact of provision and progress;
- support interpreting professional recommendations;
- sensitivity toward parental perspectives and emotions;
- access to Annual Reviews for EHC Plans;
- and the sharing of reports and meeting documents prior to review discussions.

7. Graduated Approach (Assess → Plan → Do → Review)

Our graduated approach follows national guidance. We:

7.1 Assess

Construct a holistic understanding of strengths, needs and barriers to learning, including parent and pupil views and external advice.

7.2 Plan

- Parents are informed when SEND support is required.
- A Support Plan is created including: pupil views, needs, intended outcomes, provision details and review impact.

7.3 Do

Adaptations and interventions are delivered by trained staff. Teachers hold responsibility for progress and work closely with support staff to monitor impact.

7.4 Review

Progress is tracked through:

- termly pupil progress meetings;
- Early Years assessment via Tapestry and EYFS Profiles (Reception);
- Phonics Screening (End of Year 1);
- End of Key Stage SATs (Y2 & Y6);
- Multiplication Check (Year 4);
- EHC Annual Review meetings;
- and Support Plans reviewed at least 3 times per year, with adjustments made as needed.

If expected outcomes are not achieved, advice and assessment from external professionals may be increased or new pathways explored.

8. Transitions

We recognise transitions can be challenging and plan proactively.

Transition Stage	Barnfield Approach
Joining Nursery	<ul style="list-style-type: none"> • Early Years home visits • SENCo discussion if SEND is identified • Multi-agency meetings where applicable • Tailored settling plans • Equipment and resourcing ahead of placement • Liaison with previous settings
Joining from another school	<ul style="list-style-type: none"> • Transfer and review of records • Visits planned where appropriate • Transition timetable personalised to need • LA liaison for EHC Plans

Transition Stage

Barnfield Approach

Moving to the next class

- Summer handover meetings
- Co-produced transition plans
- Visual transition booklets shared with families
- SENCo liaison and record transfer

Moving to another school /
Secondary

- Year 6 Secondary SENCo invitation to EHC Annual Reviews
- Transition plans co-built with families and professionals

9. Wider School Life & Inclusion

Barnfield includes all pupils in:

- school visits;
- breakfast club;
- after-school clubs;
- extracurricular activities;
- and the Year 6 residential trip.

All visits include risk assessments, and personalised plans and medical care plans are created where required. Families receive preparatory strategies ahead of trips when beneficial.

10. Social, Emotional and Medical Support

- The School Welfare Assistant oversees medicines, consent and care plans.
- The School Nurse visits regularly.
- Pupils can access the Pastoral Leader for SEMH support.
- Lunchtime clubs, peer mentorship, playground squad, class buddies and buddies for new joiners support positive inclusion.
- PSHE teaching promotes wellbeing, emotional literacy and social confidence.

11. External Professionals We Work With

Barnfield works collaboratively with, but not limited to:

- Autism Advisory Service
- Barnet Integrated Clinical Services (BICS)
- CAMHS
- Early Help Team
- Educational Psychologist (EP)
- Educational Welfare Officer
- Hearing Impairment Team
- Inclusion Advisory Team (IAT)
- MASH
- NELFT Speech and Language Therapy (NHS SLT)
- Occupational Therapy (OT)
- Paediatrics
- Physiotherapy
- Physical Disability Advisory Team

- School Nurses / Hospitals / Doctors
- Social Services
- Visual Impairment team
- and independent SALT professionals as commissioned.

12. Barnet Local Offer & SENDIASS

Families can access information via the Barnet Local Offer and SENDIASS service through Local Authority channels.

13. Statutory Compliance & Key Reference Documents

This report complies with the statutory framework and is informed by:

- SEND Code of Practice 0–25 (2014, revised guidance consulted 2025)
- Equality Act 2010
- SEND Regulations (2014)
- Statutory Guidance – Supporting pupils with medical needs (2014, considered alongside 2025 practice updates)
- Teachers' Standards (2012)