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Welcome to St Barnabas C of E Primary School

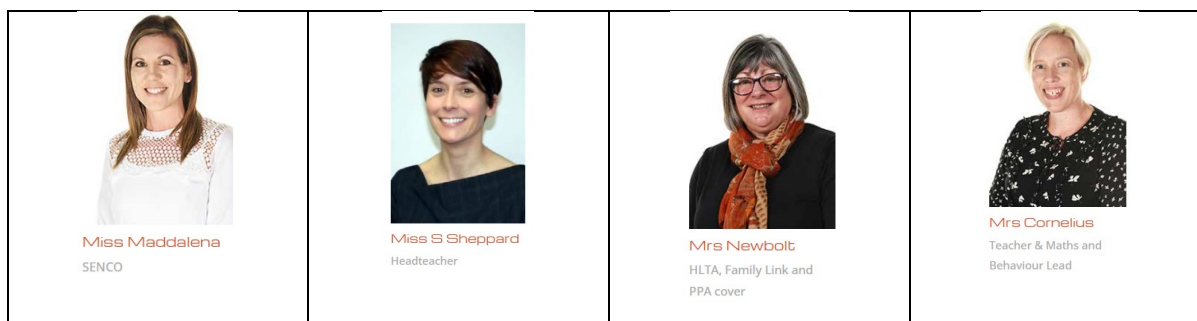
At St Barnabas CE Primary School we are committed to providing high quality education for all our pupils. We believe in learning without limits, giving pupils the confidence to grow and fulfil their potential. Our shared aim is to give our learners the tools they need for a successful future.

We believe that all children, including those identified as having special educational needs and disabilities, have an entitlement to an inspiring, broad and balanced academic and social curriculum, and that they should be fully included in all aspects of school life. We believe that all children should be equally valued and we strive to provide an environment where all children flourish.

Every teacher is a teacher of every child and we set suitable learning challenges and respond to all children's diverse learning needs. Some children have barriers to learning that mean they have Special Educational Needs and/ or disabilities and may require specific support from the school. At St Barnabas, we believe in inclusive pedagogy. Instead of providing something different or additional for children who experience difficulties in their learning, inclusive pedagogy seeks to extend what is ordinarily available for everybody.

At St Barnabas, we have an inclusion team who work closely together to support children across the school. The team consists of 4 experienced members of staff:

- Miss Maddalena- SENDCO
- Miss Sheppard- Headteacher
- Mrs Newbolt- Family link worker
- Sally Cornelius - Pupil Premium Lead



At St Barnabas Primary School, we strive to

- create an environment that meets the needs of all children
- understand all children's learning needs and plan for their progress
- enable all children to have full access to all aspects of school life
- ensure that special education needs are identified as early as possible
- work in close partnership with parents, children and outside agencies
- raise the aspirations and expectations for children with SEND
- enable all children to achieve their full potential

Who is responsible for SEND at St Barnabas CE Primary School?

'Every teacher is a teacher of every child'

Class Teachers

At St Barnabas school class teachers are responsible for:

- Checking the progress of your child and identifying, planning and delivering any additional help your child may need. They will work with the Inclusion team as necessary.
- Implementing the assess, plan, do, review cycle within the classroom.
- Writing, sharing, implementing and reviewing pupil support plans 4 times a year.
- Working in partnership with parents.

- Ensuring that all staff working with children are helped to deliver the planned tasks so they all children can achieve their potential.
- Ensuring that the SEND policy is followed in their classroom and for all pupils they teach.
- Ensure that learning environments are adapted to meet the needs of all children in the class.

Special Educational Needs & Disability Co-ordinator (SENDCo)

Miss Steph Maddalena (SENDCO) are responsible for:

- Supporting teachers in identifying children with Special Educational Needs.
- Ensuring that all staff implement the school's SEND policy.
- Coordinating the support for children with SEND and monitoring progress as part of the 'assess, plan, do, review' process.
- Ensuring that parents are involved in supporting their child's learning, by meeting with parents to inform them of support in place and reviewing progress together.
- Liaising with external agencies who may come into school to assess a child or support a child's learning.
- Maintaining records of children's individual needs and their progress. This is reviewed regularly with class teachers.
- Managing the allocation of teaching assistants to provide effective support across the school.
- Providing specialist training for teachers and support staff in the school so that they can help children with SEND to achieve their potential.
- Supporting the transition of children joining our school, moving on to a different school or, at the end of Year 6, moving on to secondary school.

Head teacher: Miss Sarah Sheppard

The Head teacher is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- Ensuring that each child's needs are met by the SENDCO, class teachers and support staff.
- Making sure the Governing body is kept up to date about any issues in the school relating to SEND.
- Ensuring that the SEND provision is integrated into the School Improvement Plan

- Strategic planning for the future to continually develop and improve our provision for children with SEND.
- Overseeing the SEN budget and ensuring that appropriate equipment and facilities are available for all that require it.

SEND Governor: MR R Pace

The SEND governor is responsible for:

- Ensuring that provision for SEND pupils is made and that it promotes high standards.
- Ensuring that objectives are set for SEND as part of performance management framework.
- Ensuring that pupils with SEND are fully involved in the school's activities.
- Adhering to the Code of Practice when carrying out responsibilities towards SEND pupils.
- Making sure that parents of SEND pupils are notified of the provision for their child.
- Ensuring that they possess up-to-date knowledge of the school's SEND provision, including funding and deployment of staff/ resources.
- Ensuring that the SEND provision is integrated into the School Improvement Plan.
- Ensuring that SEND provision is constantly monitored.

Who are the best people to talk to at St Barnabas if my child has difficulties with learning or about their Special Educational Needs or Disability? (SEND)

If you have a concern about your child's learning please speak to your child's class teacher in the first instance. The class teacher will listen to your concerns and will be able to tell you about your child's learning in class, together with details of any provision that is in place to support your child. If necessary, the class teacher will work closely with the Inclusion team to support your child and, if additional support is required, you can also speak to one of the team.

How will St Barnabas know if my child has SEND and how will the barriers be identified?

All children at St Barnabas will experience High Quality First Teaching (HQFT) and tasks are adapted to support and/ or challenge children in their learning. From the moment your child enters the school, teachers will gather information about them and this information will help teachers to plan for the children to make progress and will also help to identify children with Special Educational Needs. This information is collated in a variety of ways:

- The Reception baseline assessment

- Observations of behavioural, emotional and social development
- Progress measured against the Age Related Expectations (AREs)
- A EHAP / TAC process
- An existing Educational Health Care Plan (EHCP)
- Assessments by a specialist service, such as Educational Psychology or Speech and Language Therapy.

If your child is not continuing to make progress in their learning, our assessment information will then be used, together with other questions that need to be asked by the SENDCO.

For example,

- Which learning style works best for the child? Do they make progress when another style is used?
- What is the child's learning behaviour in class, during lessons and across other subjects?
- Which areas of the curriculum cause the most difficulty or anxiety?
- Is there family history that needs to be taken into consideration e.g ADHD, Dyslexia?

Throughout this process, the class teacher or SENDCO will meet with you, the parent/carer, to discuss progress and to agree next steps for the child.

What support is available for children with SEND at St Barnabas?

At St Barnabas we cater for a wide range of individual needs. These may include hearing impairments, ADHD, ASD, dyslexia, attachment, global delay, medical needs, mobility needs.

Quality First Teaching

Quality First Teaching is the first line of support. For your child this means:

- The teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Adaptive teaching methods are used so that your child is fully involved in learning in class. This may involve using more practical learning equipment.
- Your child's teacher will constantly monitor your child's progress and will provide additional support through focused guided teaching with the teacher or teaching assistant.
- Intervention groups may take place run by the teacher or teaching assistants and may be used for academic or social learning. This type of support is available for any child

who has specific gaps in their understanding of a subject/area of learning or who lacks confidence or has low self-esteem.

If Quality First Teaching, plus interventions where necessary, still result in a lack of progress for your child, the SENDCO and class teacher will meet with you to discuss the possibility of additional support and/ or seeking advice from outside agencies (see below). At this point, your child will be entered onto our SEND register because they require 'SEND Support'.

SEND Support

As a school we are able to offer a variety of interventions such as: lego therapy, sand tray therapy, zones of regulations, nurture support, speech and language, attention autism, smart moves and precision teaching.

SEND support includes specialist assessment or intervention activities run by the school following programmes and/or advice from outside agencies. These agencies include:

- Speech and Language therapy
- Educational Psychology
- Occupational therapy
- Sensory Support
- CAMHS (Children and Adolescent Mental Health Services)
- School Nurse/Paediatrician
- Inclusion Support
- Behaviour Support
- Local Cluster support

If you have concerns about your child's behaviour or learning, it is also advisable to take your child to your GP as they can often assist us in making referrals for specialist support, such as an appointment with a paediatrician if necessary.

How will I be involved in discussions about my child's progress?

We have a highly effective team available to help you to support your child, including class teachers, SENDCOs, teaching assistants, our family link worker and additional outside agencies. If we are concerned about your child's progress in any aspect of their learning, we will make contact with you at the earliest opportunity. Please do come and speak with us if you have concerns.

Children with Special Educational Needs & Disabilities have a support plan, which details their outcomes and the support that is required. If your child has Special Educational Needs or a

Disability, the class teacher (supported by the SENDCO where necessary) will meet with you 4 times per year in addition to our regular Parents' Evenings. Pupil support plans are written and reviewed in collaboration with parents and carers. It is important that a child's and their parents views are integral to the process. They will be fully involved in outcome setting and reviewing.

In addition, meetings with the SENDCO or class teacher can be arranged at a time suitable for both parties so that we can give full attention to the discussion without interruption or delaying children's learning.

How is extra support allocated to children?

Support within class is provided by the class teacher or teaching assistants. Allocation of teaching assistants is completed using assessments of the children's needs in each class so that support is targeted appropriately. Through writing and reviewing support plans and provision maps, support that is additional to or different from classroom practice is allocated to ensure that children have the opportunity to practise and develop skills in order to meet their outcomes. Over a period of time, if a child's progress is still very limited, the SENDCO will use assessment information together with documentation from outside agencies to apply for an EHCP which may then provide funding for additional support or resources.

How are the teachers in school helped to work with children with SEND and what training do they have?

Quality First Teaching happens consistently at St Barnabas Primary School and this includes the scaffolding of tasks, e.g. use visual resources or equipment to support or providing additional challenge so that all children fulfil their potential. Our SENDCO ensures that information about a child's Special Educational Needs & disability is communicated to class teachers and teaching assistants in order that they can provide an inclusive education for every child in the class. Parents and carers are crucial in this process and we will always seek views and advice about strategies and support that works effectively for each child.

Part of the SENDCO's job is to support class teachers and teaching assistants in planning for children with SEND and they do this in several ways:

- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD and Speech and Language difficulties.

- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children e.g. Smart Moves training and Managing Anxiety training.
- The SENDCO actively engages with local opportunities e.g. Cluster and Leaf network to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEND.
- The school also seeks advice and guidance from specialists to review, evaluate and develop provision for pupils who have the most complex needs.
- As required by law, Miss Maddalena has achieved the National award for SENCOs accreditation.

How accessible is the school and how will my child be included?

The school was built to be accessible to adults and children with physical disabilities via ramps and wide doors. The school is all on one level and we have two disabled toilets and a wet room.

For children with Autism Spectrum Disorders (ASD) that require a programme of sensory activities, we provide safe spaces to compete physical sensory activities and timetable a range of activities to support the development of gross and fine motor skills.

A range of equipment is available when necessary to allow all children to fully access the classroom and collective worship e.g ear defenders, coloured overlays, fiddle tools and weighted blankets.

We ensure that practical learning equipment (counters, Numicon, diennes apparatus) is accessible to all children regardless of their age and needs. Enrichment activities are extended to all pupils irrelevant of their needs provided it is safe to do so.

How will school prepare my child for joining St Barnabas or moving to the next stage of education?

We recognise that transitions can be difficult for a child with SEND and we will take steps to ensure that any transition is as smooth as possible -whether your child is joining our school in Reception, moving on to a new class, moving to another primary school or leaving our school at the end of Year 6.

If your child is joining in reception:

- SENCO and Class teacher will visit your child at their current setting and receive a handover from their key workers.
- If your child is on the SEN register the SENCO will have further meetings with their current settings SENCO. Bespoke transitions are set up where necessary to ensure a smooth transition into primary school.

If your child is moving to another school:

- We will contact the school SENDCO and ensure he/she knows 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 in most cases, a planning meeting will take place with the new teacher. All support plans and information about your child will be shared with the new teacher.
- If your child would be helped by a social story to look at during the summer holidays to support them with moving on, then it will be made for them.

In Year 5/6:

When it is time to make a decision about secondary transfer we are more than happy to discuss possible options and give advice about which schools we think might suit particular needs. Please talk to either the class teacher or the SENDCO. Obviously, we cannot guarantee a place at any particular school as this is beyond our control. We highly recommend that you visit prospective secondary schools and meet with the SENDCO to help you with your decision.

In Year 6:

- The SENDCO will discuss the specific needs of your child with the SENDCO/Head of Year of their secondary school.
- Your child will have a chance to meet the SENDCO from their new school and they will also meet with a member of the Year 7 team.
- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
- Where possible, and if appropriate, we can arrange for your child will visit their new school on one or more occasions in order to become familiar with the building and staff.

- There are often opportunities for your child to attend Summer Schools at their new secondary school and these often provide a great opportunity to try new activities and make new friends. This can often ease the anxiety that transitions can cause.

How we deal with complaints

We are always very happy to talk to parents and listen to any concerns they may have. If you have any worries or concerns about school or how we are providing for your child, please talk to your child's class teacher or to the SENDCO. We will always do our best to respond to concerns raised with us. If you feel that your concerns are not being responded to, school has a formal complaints procedure.

Support for parents and carer of pupils with SEND



<https://sgpc.org.uk/>

<https://www.stbarnabasprimaryschool.co.uk/send-and-inclusion/>

Who can I contact for more information?

If you have any further questions regarding our provision for children with Special Educational Needs and/ disabilities or if you would like to make an appointment to see a member of the inclusion team then please call the school office on (01454) 862233.

You can also find The Leaf Trust Local Offer at: www.leaftrust.co.uk



Pupils thriving at St Barnabas learning in different ways

