

1.What kinds of special educational needs do we make provision for in our school?

At St Barnabas, we are committed to providing an inclusive, warm, and flexible learning environment where every child can flourish. As a mainstream school without a designated specialist SEN unit, we pride ourselves on our ability to adapt our provision, working closely with a wide range of external specialist services to support our pupils' diverse needs.

Underpinned by our Christian values of courage, friendship, trust, service, forgiveness, generosity, respect, and encouragement, we strive to provide a holistic and nurturing learning experience for all.

We successfully support and make provision for pupils with SEND across the four broad areas of need outlined in the SEND Code of Practice:

1. **Communication and Interaction** (e.g., Speech and Language Difficulties, Autistic Spectrum Disorder)
2. **Cognition and Learning** (e.g., Moderate or Specific Learning Difficulties like Dyslexia or Dyscalculia)
3. **Social, Emotional, and Mental Health (SEMH)** (e.g., Anxiety, ADHD, Emotional regulation needs)
4. **Sensory and/or Physical Needs** (e.g., Visual/Hearing impairments, Physical Coordination needs)

2.How do we identify individual special educational learning needs?

At St Barnabas, early identification is key to helping our pupils thrive. When a child joins us with pre-identified SEND, we collaborate immediately with their parents and any specialists involved to ensure a smooth transition and continuity of care.

For needs that emerge during their time with us, we utilise diagnostic tools and close monitoring to identify barriers to learning. We then implement a Graduated Response using the Assess, Plan, Do, Review (APDR) framework to design and track targeted interventions. Parents are partners in this journey, who we keep fully informed and review progress outcomes together.

Where a child requires more specialised expertise, we work with parents to make referrals to external SEND support services or an Educational Psychologist. This robust approach to early identification and care is deeply reflected in our SEND, Safeguarding and Admissions policies, ensuring the safety, rights, and unique needs of our SEND pupils are prioritised in everything we do.

3. Contact details of the SENDCo

We encourage you to share any concerns about your child's progress or well-being as early as possible. In the first instance, please speak to your child's Class Teacher, as they are with your child every day.

If you would like to discuss things further, our key contacts are:

- **Your Child's Class Teacher** (First point of contact)
- **Mrs Govan** – Special Educational Needs and Disabilities Coordinator (SENDCo)
- **Mrs Ham** – Headteacher

You can reach any of these by calling the main school office or by sending a direct message via ClassDojo.

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

At St Barnabas, we work proactively to build strong, trusted links between home and school, ensuring that our class teachers and SENDCo are readily available to discuss progress, answer questions, or address concerns.

When a pupil is identified as having SEND, we immediately reach out to parents to establish a collaborative partnership. This ensures families are actively involved in designing their child's support. Through termly review meetings, parents and class teachers come together to share individual learning plans, evaluate intervention outcomes, and shape future targets.

For prospective families, we offer a personalised admissions transition. Prior to entry, our Headteacher and SENDCo can meet with parents to discuss their child's specific requirements. This allows us to outline the exact nature and high quality of the provision we can put in place, ensuring the school is fully prepared to welcome and support the child from their very first day.

5. Arrangements for consulting young people with SEND and involving them in their education.

At St Barnabas, we place a high value on pupil voice and self-advocacy. We ensure that children with SEND are actively involved in shaping their own educational journey.

A key part of this process is the creation of our Pupil Passports, which are designed collaboratively *with* the child. These passports capture the pupil's unique strengths, interests, and preferred learning strategies.

Furthermore, class teachers regularly discuss learning plans with pupils using age-appropriate language, ensuring they understand their personal targets and feel ownership over their next steps. When external specialists are involved, we ensure the child's thoughts and feelings are captured and considered at every stage of the process, alongside the vital feedback we receive from their parents.

6. Arrangements for assessing and reviewing children and young people's progress towards outcomes including the opportunities available to work with parents and young people as part of this assessment and review.

We believe that assessing and reviewing progress should be a continuous, collaborative journey. We use a range of methods to track growth and ensure parents and pupils are active partners in the process:

- **Continuous Assessment:** Class teachers assess learning daily through classroom work, observations, and targeted tasks. This allows us to spot successes and adjust support immediately.

- **Termly Progress Reviews:** Every term, we formally review each child's individual learning plan. Parents are invited to meet with the class teacher to discuss progress against specific SEND targets, evaluate intervention outcomes, and consider next steps.
- **Whole-School Reporting:** In addition to SEND-specific reviews, parents receive regular updates and are invited to Parents' Evenings to discuss their child's academic and personal growth.
- **The Pupil's Voice:** Before any review, we talk with the child to gather their feedback on what is working well and where they still feel challenged.

7. Arrangements for supporting children and young people in moving between phases of education.

Transitions can be a time of both excitement and anxiety, particularly for children with SEND. Because we are a small, one-form entry school, we are able to personalise this process to ensure every child feels safe and prepared at every stage of their journey:

- **Joining Our School (EYFS / In-Year):** We work closely with pre-schools, nurseries, and previous settings. We arrange transition visits, gather all previous SEND documentation, and meet with parents beforehand to ensure support is in place from day one.
- **Moving Year Groups (Internal Transition):** Every Summer, our teachers hold dedicated handover meetings. We securely pass on all pupil progress reports, Individual Learning Plans, and Pupil Passports. This ensures your child's new teacher deeply understands their strengths, targets, and support strategies before September begins.
- **Moving to Secondary School (KS2 to KS3):** We work closely with receiving secondary schools. We meet directly with their SENDCos, securely transfer all files, and arrange extra transition visits for our SEND pupils to help them adjust to their new, larger environment.

8. The approach to teaching children and young people with SEND.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement.

This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils.

We are a fully inclusive school and we take reasonable action to ensure that each child can access all learning opportunities. Each child who is identified with a special educational need has a pupil passport or a learning plan. These plans outline a child's targets, areas for development and progress made. Adaptive teaching takes many forms including offering different levels of support, varying the task set, use of equipment, providing alternative ways of recording and planning for different learning styles. All classes have extra adult support, and they work on both an individual and group basis to reinforce learning to ensure understanding and engagement.

9. How adaptations are made to the curriculum and the learning environment of children and young people with SEN.

At St Barnabas, we ensure that pupils with SEND enjoy full and equal access to our school curriculum. We achieve this through highly effective adaptive teaching, where lessons are proactively scaffolded to accommodate diverse learning styles and cognitive needs.

Where a pupil requires modifications to their physical or sensory environment, we are committed to making prompt and reasonable adjustments. This includes the strategic use of assistive technologies, the creation of sensory-friendly breakout spaces, and the adaptation of learning materials (such as large-print resources or visual prompts). By continuously reviewing both our teaching methods and our physical environment, we ensure that barriers to learning are minimised and every child is empowered to succeed.

10. The expertise and training of staff to support children and young people with SEND, including use of specialist expertise.

We are committed to continually developing the expertise of our team so that all children receive high-quality, informed support.

Continuous Professional Development

- **Whole-Staff Training:** Regular in-service SEND training is provided for all teaching and support staff.

- **SENDCo Development:** Our SENDCo regularly attends local authority network meetings and specialist training, ensuring up-to-date best practice is cascaded to the wider team.

Targeted In-House Expertise & Interventions

- **Diagnostic Assessment:** Selected staff are trained by the local authority SEND Support Service to carry out internal diagnostic assessments, enabling us to pinpoint barriers to learning quickly.
- **Speech, Language & Communication:** We run WellComm screening and intervention sessions to support early language development, alongside specialised support for physical needs.
- **Social & Emotional Well-Being:** We have fully trained ELSA (Emotional Literacy Support Assistants) who deliver targeted support to help children manage emotions, build resilience, and thrive socially.

11. Evaluating the effectiveness of the provision made for children and young people with SEND.

At our school, the effectiveness of our SEND provision is continuously monitored, evaluated, and refined. Using the Assess, Plan, Do, Review Graduated Approach, we measure pupil progress against individual targets and review intervention outcomes on a regular basis.

To build a holistic picture of each child's success, we work collaboratively with parents and pupils to gather feedback and look at the termly data. This internal progress data is regularly reviewed by the Senior Leadership Team and the SENDCo, and shared with the Local Governing Committee (LGC) to inform the school's overall Self-Evaluation (SEF) and drive continuous improvement.

12. How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND.

As a small, one-form entry school, our close-knit community ensures that every child is fully known, valued, and included. We are committed to removing barriers to learning and play, ensuring that pupils with SEND actively participate in all school activities alongside their peers.

This is driven by our commitment to Quality First Teaching, where classroom learning is proactively scaffolded and adapted. Beyond the classroom, all extra-curricular activities, physical education, and school trips are carefully planned with reasonable adjustments so that every child can fully engage in the rich life of our school together.

13. Support for improving emotional and social development

At St Barnabas, our commitment to our pupils extends far beyond academic achievement. Driven by our vision to achieve great things in a 'love-filled Christian family' and enable every child to experience 'life in all its fullness' (John 10:10), we recognise that emotional well-being and trust are essential prerequisites for learning.

To nurture our pupils' social and emotional development, we provide robust pastoral support, led by trained ELSAs (Emotional Literacy Support Assistants) who are available throughout the day to support children experiencing emotional difficulties.

Our PSHE curriculum, routine Circle Times, and assemblies proactively equip children with the tools they need to build positive friendships, prevent bullying, and keep themselves safe. Online safety (e-safety) is systematically taught to pupils and staff, with guidance and workshops made available to parents. Overarching all of this is our dedicated Safeguarding Team, which maintains a vigilant, proactive approach to protecting the safety and well-being of every child

14. How the school involves other agencies, including health and social care, local authority support services and voluntary sector organisations in meeting children and young people's SEND and supporting their families.

We cultivate strong working relationships with external specialist services to ensure our pupils with SEND - and their families - receive comprehensive support. Where appropriate, we collaborate with local authority SEND support teams, Educational Psychologists and NHS health professionals (such as Speech and Language Therapists, Occupational Therapists, and School Nurses).

Working in partnership with families is central to this process. We never make a referral without gaining parental consent. We ensure parents remain active partners throughout, sharing specialist reports, inviting them to multi-agency reviews, and working together to implement recommendations at home and in school.

15. Arrangements for handling complaints from parents of children with SEND about the provision made at the school.

The school complaints policy sets out the full detail of the processes in place. In summary, all complaints should first be discussed with the Class Teacher, then the SENDCo before being directed to the Headteacher. If concerns cannot be resolved then complaints should be made in writing to the SEND Governor.

Please refer to the schools complaints policy for more information.

16. The arrangements for admission of disabled persons as pupils at the school.

The school admissions policy sets out the arrangements for the admission of all pupils including those with SEND.

17. The steps taken to prevent disabled pupils from being treated less favourably than other pupils.

We maintain a fully inclusive framework to ensure that any child with a disability is welcomed, celebrated, and protected from less favorable treatment. Rather than treating every child identically, our ethos centers on equity - being fully prepared to make proactive, reasonable adjustments whenever a need arises. To ensure robust protection for disabled pupils, we strictly uphold our Anti-Bullying, Equality, SEND, and Behaviour policies to ensure a safe, discrimination-free environment for all pupils. Through our Christian values, PSHE curriculum, and assemblies, we teach all pupils the importance of respect, difference, and kindness.

18. The facilities provided to assist access to the school by disabled pupils.

At St Barnabas, we strive to ensure our physical environment supports all pupils to learn and move around safely. Although our historic building features multiple levels with steps accessing certain classrooms, we make proactive reasonable adjustments to ensure full accessibility for pupils with limited mobility.

Our main entrance, hall, meeting spaces, and accessible facilities are situated on one level. To accommodate pupils who cannot use steps, we dynamically adapt our room allocations, keeping the child's cohort in ground-floor classrooms as they

progress through the school from Early Years to Key Stage 2. Furthermore, we have appropriate intimate care and changing facilities on site to support pupils with personal care needs with dignity and respect.