



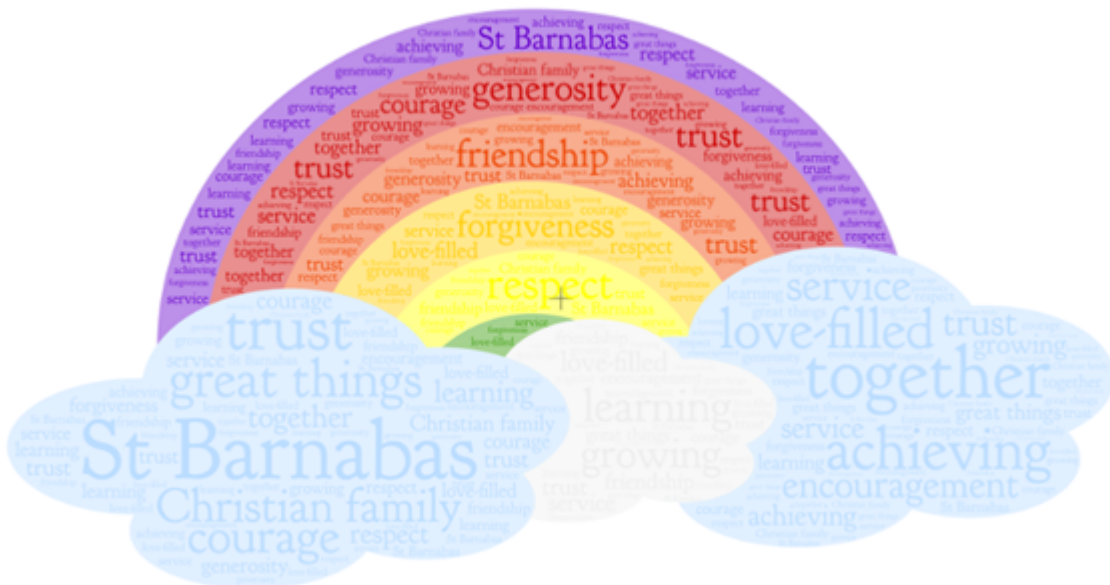
St Barnabas

Church of England Primary Academy

A member of **CDARI**

Our Vision: 'Achieving great things through learning and growing together in a love-filled Christian family'

'That they shall have life, life in all its fullness!' John 10:10



Primary School SEND Information Report 2024-2025

SENDCo: Mrs Marie Govan

SEND Link Governor: Mrs Beth Speak

Date: July 2024

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

At St Barnabas, we are committed to an inclusive education for all pupils and aim to provide a learning environment which is flexible enough to meet the needs of all members of our school community. We access and work closely with a wide range of specialised services to support our vulnerable children. We endeavour to provide our children with a wholesome learning experience which is underpinned by developing our school's Christian values of: courage, friendship, trust, service, forgiveness, generosity, respect and encouragement. We are able to provide for pupils with special needs. We do not have a designated specialist or special need unit attached to the school.

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

When pupils have identified SEND before they start, we work with parents and the professionals involved to identify their needs and what we can do. If we identify a need, we are able to carry out diagnostic tests and we can share the outcomes of these with parents. Referrals can then be made if appropriate. The school has a special needs and disability policy that sets out how the school will assess and meet the needs of pupils with SEND. Our safeguarding and admissions policy also takes careful and particular account of pupils with SEND.

3. Contact details of the SENDCo

If you have concerns then please contact:

- Your child's teacher
- The SENDCo (Mrs Wilkinson)
- The Headteacher (Mrs Ham)

Contact can be made via the main school telephone number or class dojo.

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

School works hard to ensure excellent links with parents. The class teacher and SENDCo are always available to discuss progress, concerns and answer any questions. Where a pupil is assessed as having SEN, the parent is contacted by the school and they are encouraged to be involved in working in partnership with the school to meet their child's needs. Parents meet with class teachers to share learning plans and reviews take place each term where they can discuss their child's progress. If the parents of a child with SEND wish to have their child admitted to the school, the headteacher will meet with the SENDCo and discuss the child's needs with the parents. The headteacher will then inform them of the type and quality of the provision which the school can provide to meet those needs, before the child is admitted.

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

The parents of pupils with special needs and the pupils themselves are fully involved in the decisions being made about their education. One page profiles are created with the child and learning plans are shared with the child so that they are aware of their targets and next steps. Where outside agencies are involved, the school will ensure that the parents are kept well informed and involved at every appropriate stage.

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.

The school continuously assesses the progress and achievement of all pupils including those with SEND. Parents receive reports about the attainment and progress of their children and there are opportunities to discuss a child's progress and attainment with the class teacher.

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

The school ensures smooth transition between key stages, liaising with pre-school provision and other schools as needed to ensure that children are well supported when moving between phases and schools. Pupil progress reports are completed at the end of each term and these are shared with the child's new teacher in summer ready for the next academic year.

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. Schools should 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 and their knowledge of the SEN most frequently encountered SEN Code of Practice (2014, 6.37).

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 learning plan which is updated regularly. 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.

All pupils with SEND are given equal access to the school curriculum. Teaching and learning of the curriculum are differentiated to take account of the individual needs of all pupils. Where the learning environment needs to be modified, the school will make reasonable adjustments to ensure that the child's needs can be met.

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

In-service training in SEND is provided for all staff. Selected staff have been trained by BwD SEND Support Service to carry out diagnostic assessments on our children. Some staff have specialist training, for example supporting children with speech, language and communication difficulties, physical difficulties and supporting children with autism. We have ELSA (Emotional Literacy Support Assistant) trained staff to help with delivery and development of speech and language within school. We also assess and deliver WELLCOMM (a speech & language toolkit) sessions for children who require additional support. The SENDCo is also given opportunities to attend training and network meetings, this information is then shared with all staff.

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

The school regularly monitors, evaluates and reviews the provision made for pupils with SEND: data is regularly reviewed by the Senior Leadership Team, shared with the Local Governing Committee (LGC) and this is then captured in the school's self-evaluation (SEF).

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.

The school ensures that pupils with SEND are able to participate and engage appropriately in the activities available to all pupils. The school ensures that every child with SEND has access to quality first teaching. All activities are planned and adapted as required.

13. Support for improving emotional and social development

Our school's vision statement is 'Achieving great things through learning and growing together in a love-filled Christian family' and "That they shall have life, life in all its fullness' (John 10:10). Understanding that teaching your child goes beyond the rigours of the classroom is a fundamental part of delivering our vision. At St Barnabas, we understand that in order for embedded learning to take place, enjoyment and trust must be the drivers for delivering such. The school offers a wide variety of

pastoral support for pupils who are encountering emotional difficulties, including two trained ELSAs who are available throughout the school day.

Staff and children are trained in e-safety and this training is available to parents. All children are taught about bullying, friendship and staying safe (including e-safety) through PSHE, Circle Time and Assemblies. The school has a team of designated safeguarding leads to deal with issues regarding safeguarding and child protection.

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.

Where appropriate, the school involves outside agencies in meeting pupils' additional needs, including SEND. Parents are consulted, consent is explicitly sought and we seek to ensure that parents remain involved throughout the process.

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.

At our school, all children are treated equally. We are committed to doing this and the school adheres to our anti-bullying policy, SEND policy and behaviour policy.

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

Whilst we do our best to accommodate pupils with limited mobility, our school is on a number of different levels. The main entrance, school hall, a meeting room and toilet facilities are on one level; however there are steps to access classrooms on different levels. The provision we offer is to keep the children within the classrooms on floor level throughout their stay with us; changing the classroom layout and provision as they move through the key stages. We now have a nappy changing facility for our SEND children who are not toilet trained.