

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.

2.How does our school know if your child needs extra help?

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEN as:

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

have a significantly greater difficulty in learning than the majority of others of the same age: or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions." . SEN Code of Practice (2014, p 4)

We have a variety of different ways in which we can identify potential SEND traits within children in school.

- Our teachers can use our pupil referral tool which allows the effective sharing of information with regards to your child and any developments from external practitioners that aid the teaching and learning process.
- Limited progress being reported by teachers within sessions.
- Change in the child's behaviour

In order to address concerns we have a multitude of different assessments in order to give a fuller picture of any potential issues your child may have.

- Speech and language assessments we conduct are: ELAT, Derbyshire, Rosco and ready for sounds
- Comprehension assessments include: Early YARK, YARK and PHAB assessments

- Dyscalculia assessments available are: GSLO online and Sandwell's early numeracy assessment
- Dyslexia assessment include: Visual stress assessment and visual perception screening.
- Cognitive working memory assessments: Raven's assessment and magic memory
- Motor skills assessments include: motor skills united
- Social and emotional: Boxhall and ELSA

3. Who can you speak to at our school if you think your child may have special educational needs?

If you have concerns then please contact:

- Your child's teacher
- The SENCO (Mr Beaumont)
- KS1 and EYFS lead (Mrs Wilkinson)
- The Headteacher (Mrs Ham)

4. How do we know what progress your child is making and how will we keep you informed?

The SEN Code of Practice (2014, 6.17) describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

School works hard to ensure excellent links with parents. The SEND team is always available to discuss progress, concerns and answer any questions. If you would like to discuss any concerns with your class teacher a dojo message will enable your teacher to see your concerns and arrange a phone call conversation to discuss them. Appointments can be made to speak to the class teacher or SENCO by telephone or in person by contacting the school office. When children start an intervention, parents are informed via dojo message and are welcome to find out more information about the intervention. When outside agencies and specialist staff become involved with a child, individual meetings are arranged to which parents are invited and welcomed. Children's progress is assessed at least termly. Parent information evenings and a parent's evening is held in autumn term and spring term consecutively.

5.How does our school support your child and how will the teaching be adapted to meet their needs?

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 your child can access all learning opportunities. Each child who is identified as working with a special educational need has an individual educational plan which is updated regularly. These IEPs outline your child's targets, areas for development and progress made. Differentiation 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. They work with individuals or groups to reinforce learning to ensure understanding and engagement.

6.How are decisions made about the type and how much support my child will receive?

Discussions are had between the SLT and the SEND team to allocate funding and support where necessary. This money is used to provide additional support or resources identified in children's individual education plans. Additional provision will be made available if reviews and assessments identify that your child is not making the progress we and you would expect. The types of support available may include a teaching assistant, specialist input from professionals such as an educational psychologist, specialist software for use on laptops, or other alternative recording devices. If, through discussion with yourself, the SENCO and other staff in our school, it is agreed that the school cannot meet your child's needs through existing resources, an application may be made to the local authority for an Education, Health and Care Plan. This process can be found on the local offer website.

7.How will our school help you to support your child's learning?

An overview of the curriculum is published on class dojo and school website at the beginning of the school year. Parents are welcome to discuss their child's learning and how they can support their children further. Advice and strategies designed to meet specific needs can be offered on a 1-1 basis. Strategies and advice to meet the needs of individual children is given to parents directly from the SEND team and the class teacher to help them support their child.

8.What specialist services and expertise are available or accessible through our school?

We work closely with and have access to the following agencies to support your child's needs: • Speech and Language support service • Educational Psychology • Occupational Therapy • Behaviour Support Service • East Lancs Child & Adolescent Service (ELCAS) • Paediatrician • Physical Development Team • Service for Ethnic Minorities Achievement (SEMA) • Caritas • Complex Needs team • Autistic Spectrum Disorder (ASD) team • Early Years Advisory Service • Interpreters • Physiotherapy • Social Care

9.How are the staff in school supported to work with children with special educational needs and what training do they have?

We have an experienced SEND team and we support children with a range of special educational needs and disabilities. Staff are constantly undergoing training to enable them to use effective strategies to support vulnerable children and to ensure the children progress. Training also ensures staff knowledge and expertise is constantly updated to meet the needs of our children. All staff undertake training in relation to safeguarding, behaviour support and disability awareness. Some staff have more specialist training in, for example, supporting children with speech, language and communication difficulties, physical difficulties and supporting children with autism. We have ELCLAN trained staff to help with delivery and development of speech and language within school. We deliver WELLCOM sessions for children who have been assessed as working below age related expectations in terms of BPVS and vocabulary delay.

10. How will our school ensure that your child is included in activities outside the classroom, including physical activities and school trips?

All year groups take part in Physical Education lessons each week as well as sports sessions at lunch time with our Sports Coach. After school clubs offer additional sports activities including dance, multi sports, football, cross country and netball. Various Gross and Fine motor skills groups run for children with specific needs. Additional After School clubs include choir, recorder club, art club and homework club. All children are able to access these and children with additional needs are encouraged and supported to take part. Class trips can take place several times per year. Residential trips to PGL take place in upper key stage 2 and our school has planned well and worked closely with PGL to include children with additional needs. SSAs are employed to help children who require support during break and lunch times.

11. How will our school support your child's overall wellbeing?

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 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. We have two trained ELSAS (emotional literacy support assistants) who are available throughout the school day.

School is working with the various health agencies to ensure staff are aware of how to identify and support vulnerable children with need in this area and to provide information for children. Staff are made aware of children who are experiencing difficult circumstances and our school prides itself on how we support these children in a variety of ways.

For pupils with medical needs, Care Plans are provided in conjunction with the parents/carers and school nurse. 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. In every class there is a 'worry box' for children to share their problems, anonymously if they

choose to do so. The school has a team of designated safeguarding leads to deal with issues regarding safeguarding and child protection.

12. How accessible is our school both indoors and outdoors for children with special educational needs?

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 down to the rest of the school and more steps to reach different year groups within school. 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.

13. How will our school prepare and support your child when joining our school and when transferring to a new school?

The Reception class team visits the children in their nursery setting prior to them starting at school. They meet with nursery staff to gather relevant information. If a child has already been identified as having additional needs, the Reception teacher and SENCO attend transition meetings and planning meetings to ensure a smooth transition for your child they then attend a series of half day inductions. A parent's information meeting is held for new parents in July which they attend with their children. This is a time where information is given and questions or concerns can be addressed. 'Moving up days' take place at the end of each year which gives the children a chance to meet their new teacher before September. New and previous teachers are given time to discuss individual children prior to September. The Year 6 teacher, who is also our SENCO, works closely with High Schools to ensure correct provision is in place prior to a child starting High School. For children with additional needs, transition meetings are held to which the parents/carers are invited.

14. Who can you contact for further information?

If you have concerns relating to school provision, please speak to the Headteacher (Mrs Ham) or SENCo (Mr Beaumont) or SENCa. The formal complaints procedure can be accessed on our website. Our Governing Body has a designated SEN Governor, Mrs Frankish, who is responsible for reviewing practice and supporting the SENCO. Blackburn with Darwen's local offer sets out a range of support and services available to you and your child. This can be accessed at www.bwd-localoffer.org.uk

