



SEND Information report for Children with Special Educational Needs or Disabilities (SEND) at St Barnabas CE First and Middle School.

We are a fully inclusive school who ensures that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs). This document is intended to give you information regarding the ways in which we ensure we support all of our pupils, including those with SEN, in order that they can realise their full potential. It may not list every skill, resource and technique we employ in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual pupils.

Children are identified as having SEN when their progress has slowed or stopped and the interventions, resources etc. put in place do not enable improvement. Once this occurs, we have specific needs-based plans and pupil provision maps, which help, support their development and accelerate progress. Children at St Barnabas make good progress and achieve in line with other schools nationally with SEN. Other useful documents such as our SEN and Inclusion policy are available on the school website. If you would like any further information about what we offer here at St Barnabas then please do not hesitate to contact us directly.

1. School entitlement offer to pupils with additional needs

<p>Communication and Interaction Needs:</p>	<p>Autistic Spectrum Disorders</p> <p>Speech, Language and Communication Needs</p>	<ul style="list-style-type: none"> ❖ Use of 'child friendly' pupil provision maps and needs-based plans – pupils, parents and staff are all involved in the formulation, review and implementation of these documents. These are shared with all adults who work with the child. ❖ Whole school policies evaluated annually to ensure inclusion and progress for SEND pupils. ❖ Staff and Governors undertake continued professional development (CPD) in relation to SEND and are able to offer support and guidance to ensure school improvement. ❖ The school has an effective assessment process, which identifies barriers to learning upon entry and provides appropriate action to reduce any negative impact upon pupil success.
<p>Cognition and Learning Needs:</p>	<p>Moderate Learning Needs</p> <p>Severe Learning Difficulties</p>	<ul style="list-style-type: none"> ❖ Support and advice is sought and implemented from external agencies to ensure any barriers to success are fully identified and responded to. ❖ All staff have completed CPD in relation to meeting pupils' needs within the classroom and there is an on-going programme to update these skills. ❖ All support staff are effectively deployed to ensure pupil progress, independence and value for money. ❖ The SENCo has undertaken national accreditation in this role and provides advice and guidance to staff. ❖ Access to teaching and learning for SEND pupils is monitored through the school's self-evaluation processes. ❖ Behaviour and anti-bullying policies are evaluated regularly with a focus on the impact upon SEND pupils. ❖ All school-related activities are evaluated in terms of their positive impact upon the learning, success and inclusion of SEND pupils. ❖ Communication with parents is of paramount importance and is judged to be highly effective. ❖ Teaching resources are routinely evaluated to ensure they are accessible to all pupils. ❖ Small group targeted intervention programmes are delivered to pupils to improve skills in a

		<ul style="list-style-type: none"> ❖ variety of areas. ❖ ICT is used to reduce barriers to learning where possible. ❖ The engagement of parents/carers in formulating plans to support their children is central to the work of the school.
Behavioural, Emotional and Social Development Needs:	Behavioural Needs Emotional Health and Well-being Social Need	<ul style="list-style-type: none"> ❖ The school ethos values all pupils and their diverse abilities are equally celebrated. ❖ The school's behaviour systems are predominantly based on a positive approach. ❖ The behaviour policy identifies reasonable adjustments to ensure the need for exclusion is minimized. ❖ Risk assessments effectively ensure that action is taken to increase the safety and inclusion of all pupils in all activities. ❖ Support is offered and signposted to families in order to reduce the impact of any disadvantage. ❖ Behaviour management systems in school are based upon encouraging pupils to make positive decisions about behavioural choices. ❖ The school provides effective pastoral care for all its pupils and is judged to be supportive of their needs by the pupils themselves. ❖ Access to information and support is provided within school for behavioural, emotional and social needs. ❖ External support is sought and any advice implemented to support individual pupils' needs. ❖ Pupil voice mechanisms lead to changes in school practices and procedures and encourage a greater level of involvement. ❖ Social, Moral, Spiritual and Cultural (SMSC) development is central to all teaching and learning within school. ❖ The school uses systems to try their best to ensure that peer friendships are maintained and no pupil feels isolated. ❖ Small group targeted programmes are delivered to pupils to improve social skills and emotional resilience. ❖ Outdoor learning offers a different approach to the curriculum, which supports children with social, emotional and behavioural needs.
Sensory and Physical Needs:	Hearing Impairment Multi-Sensory Impairment Physical and Medical Needs	<ul style="list-style-type: none"> ❖ Advice and guidance is sought and implemented from the LA Inclusion team to ensure that barriers to success are reduced or removed. ❖ ICT is used to increase access to the curriculum where appropriate. ❖ Additional adults are deployed to increase pupil success and independence. ❖ Advice and guidance is sought and implemented to respond to pupils who have significant medical needs e.g. asthma, diabetes. ❖ Staff receive training to ensure understanding of the impact of a sensory need upon teaching and learning e.g. deaf awareness. ❖ Staff understand and implement the medicine administration policy. ❖ The SENCo completes any necessary training in order to ensure their effectiveness in offering advice and guidance to staff regarding the needs of pupils. ❖ The school works hard to ensure that parents/carers are able to work in partnership with them to support their children.

2. School offer to pupils who require support that is “additional to and different from” that received by other pupils

Pupils with English as an additional language (EAL)	As for 1 plus involvement of EAL team
Children in care	As for 1 plus involvement of social work team/EDULAC team
Traveller pupils	As for 1 plus involvement of GRT service
Refugee and asylum seekers	As for 1 plus involvement of EDULAC
Minority ethnic and faith groups	As for 1 plus involvement of EAL team
Pupils with medical needs	As for 1 plus involvement of Health services
Young carers	As for 1 plus involvement of Young Carers Team/CAMHS
Pupils at risk of exclusion	As for 1 plus involvement of ESD team. Educational Psychologists, Education Welfare Team.
Pupils from alternative gender groups	As for 1
Pupils from families under stress	As for 1 plus involvement of CAMHS

Glossary:

EDULAC	Education for Looked After Children
GRT	Gypsy, Roma and Traveller
EAL	English as an additional language
SENCo	Special Educational Needs Coordinator
CAMHS	Child and Adolescent Mental Health Service.