



## **Special Educational Needs and Disabilities (SEND)**

### **Information Report & School Offer of Provision**

This information was updated by the SEND Coordinator (SENDco)  
September 2023.

There is a link to the local authority's Local Offer in Worcestershire Schools on our school website, and it can also be accessed via [www.worcestershire.gov.uk/thelocaloffer](http://www.worcestershire.gov.uk/thelocaloffer)

The school SEND policy is also available on the school website, and a hard copy of this, too, can be provided on request.

<https://www.st-barnabas.dowmat.education/>

The named school contacts for SEND are:

Mrs Tamzin Richards – SENDco / Deputy Headteacher

SEND Governor / LAB member - Mrs Annie Pocock

At St Barnabas CE First and Middle school a balanced approach is taken to helping children whilst encouraging and supporting them to establish independence, resilience and confidence.

### **Levels of support for children with SEND:**

In school, special educational needs are met using three levels of support or intervention, described as “waves of support” within the Worcestershire Local Offer. These waves support access to the curriculum as follows:

#### **Wave 1 - Universal Core Provision and Quality First Inclusive Teaching.**

These are the measures routinely taken by all teachers in the classroom to ensure that children of all needs can be successful. It includes providing work or activities that are matched or differentiated / adaptive teaching and providing an inclusive learning environment.

#### **Wave 2 - Enhanced and Targeted Short Term Intervention/Provision.**

Sometimes children may need specific additional help for a short time. This may be offered through interventions delivered in small groups, pairs or 1-to-1. For example, additional Phonics ‘catch up’ groups or extra help with basic Maths. If a child still needs additional help, outside advice may be sought. Interventions can be specific, additional and time-limited, provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. These are often targeted at a group of children with similar needs.

#### **Wave 3 - Personalised and Specialist Provision Meeting Higher Longer Term Needs.**

Following advice from other professionals, more detailed and longer term support structures are put in place. Targeted provision for a minority of children where it is necessary to provide highly tailored interventions to accelerate progress or enable children to achieve their potential.

### **Types of provision that may be available in school to support children:**

The types of provision listed below, under the heading of each of the four areas of special educational needs and disability, are not exhaustive, and not all would be put in place for any individual child. Other forms of provision not listed below could also be identified.

<p><b>Communication and interaction:</b></p> <p>Speech, Language and Communication Needs (SLCN)</p> <p>Autistic Spectrum Disorders (ASD)</p> <p>This includes children with speech and language delay, impairments or disorders, specific learning difficulties, hearing impairment and those who demonstrate features with the autistic spectrum.</p>	<p>Visual teaching aids to support learning and/or social activities.</p> <p>Pre-teaching of vocabulary and language prior to lessons, followed by frequent reinforcement of new learning.</p> <p>SaLT input based on outcomes of assessments.</p> <p>Arrangements for group and paired work.</p> <p>Peer support systems, including the use of Learning Partners.</p> <p>Targeted questioning and allowing appropriate time for responses.</p> <p>Access to ICT software to access learning.</p> <p>Access to advice or direct support from staff trained in supporting children with speech, language and communication needs (SLCN).</p> <p>Small group or one to one programmes in order to achieve speech and language targets identified by therapists.</p>
<p><b>Cognition and Learning:</b></p> <p>This includes: Moderate Learning Difficulties (MLD)</p> <p>Severe Learning Difficulties (SLD)</p> <p>Specific Learning Difficulties (SPLD)</p> <p>Dyslexia</p> <p>Dyspraxia</p> <p>Dysgraphia</p> <p>Dyscalculia</p>	<p>Differentiation / adaptive teaching and/or match to learning needs to ensure the development of literacy, numeracy, expressive language and communication.</p> <p>Effective use of ICT equipment to support learning.</p> <p>Use of coloured overlays / coloured backgrounds to reduce visual stress.</p> <p>Use of practical equipment / manipulatives to develop and reinforce understanding.</p> <p>Repetitive precision teaching focused on specific areas of need, as well as other appropriate provision/intervention work.</p> <p>Specific interventions e.g. Smart moves to support dyspraxia.</p>

<p><b>Social, emotional and mental health difficulties:</b></p> <p>This includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.</p>	<p>Whole school promotion of curricular opportunities for the development of social and emotional skills.</p> <p>Pastoral Support Plans to meet complex individual needs.</p> <p>Identification and use of accessible spaces for children to reduce tension and anxiety and promote self-regulation.</p> <p>Identification of adult well being team.</p> <p>Referral to Early Help and/or health professionals.</p> <p>Use of Team Teach techniques to effectively support and manage behaviour.</p> <p>Mindfulness and well being activities used across the whole school</p> <p>Nurture provision to support self esteem and emotional needs.</p> <p>Outside agency support for specific individuals ; ie 'Act on it' professional.</p>
<p><b>Sensory and/or physical needs:</b></p> <p>This includes children with sensory, multi-sensory and physical difficulties.</p>	<p>Accessible school / classroom environments, including out of hours activities and school visits.</p> <p>Regular review of school accessibility and disability plans.</p> <p>Adjustments to usual classroom practices, materials and equipment.</p> <p>Appropriate use of fonts and enlargement of text.</p> <p>Favourable seating and lighting arrangements.</p> <p>Use of appropriate technology / software / equipment provided for the child.</p> <p>Assessment and review by appropriately qualified professionals.</p> <p>Use of equipment e.g. pencil grips, seating cushions and seat wedges.</p>

<p>Who should I contact about my child's difficulties?</p>	<p><b>SENDco</b> – <i>Mrs Tamzin Richards</i></p> <ul style="list-style-type: none"> <li>* Oversees day-to-day operation of school's SEND policy</li> <li>* Coordinates provision and meetings regarding children with SEND</li> <li>* Works with head and governors / LAB on Equality Act</li> <li>* Ensures that SEND records are up to date</li> <li>* Monitors progress/quality of provision</li> <li>* Meets with external agencies e.g. Speech and Language therapist, BST etc</li> <li>* Involves parents, teachers and pupils in planning and reviewing progress; seek their views and provide regular updates on progress.</li> </ul> <p><b>Class Teacher</b></p>
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- \* Focus on outcomes for the child: Be clear about the outcome wanted from any SEND support.
- \* Be responsible for meeting special educational needs: Use the SENDco strategically to support the quality of teaching, evaluate the quality of support and contribute to school improvement.
- \* Have high aspirations for every pupil: Set clear progress targets for pupils and be clear about how the full range of resources are going to help reach them.
- \* Liaising with parents of children with SEND.

#### **Teaching Assistants**

- \* TAs are part of the whole school approach to SEND working in partnership with the classroom/subject teacher and the SENDco to deliver pupil progress and narrow gaps in performance.
- \* It is for schools to decide how they deploy teaching assistants depending on their level of experience. To be most effective, the support given is focused on the achievement of agreed specific outcomes.
- \* TAs can be part of a package of support for the individual child but should never be a substitute for the teacher's involvement with that child.

#### **Head Teacher – Mrs Elizabeth Whetham**

- \* Checks on the progress of your child and works with class teachers in identifying, planning and delivering any additional help your child may need.
- \* Takes overall responsibility for implementing the SEND reforms.
- \* Ensures the wider school community understands the implications of the reforms for whole school improvement (from governors / LAB to classroom teachers & teaching assistants).
- \* Puts in place arrangements to ensure parents are regularly engaged in discussions about the progress of their child (at least three times a year).

#### **SEND Governor/ LAB member – Mrs Linda Roberts**

- Must have regard to the SEND Code of Practice and should oversee the implementation of the reform and provide strategic support to the head teacher <sup>SEP</sup>
- \* Must publish information on the school's websites about the implementation of the governing body's policy for pupils with SEND.
  - \* Must ensure that there is a suitably qualified teacher designated as SENDco.
  - \* Must cooperate generally with the local authority including in developing the local offer and when the school is being named in an EHC plan.
  - \* Must ensure that arrangements are in place in schools to support pupils at school with medical conditions.

	<p>* Must also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.</p>
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### How we know or identify that children have special educational needs (SEND):

At St Barnabas we identify children with SEND as early as possible. This is achieved through links with Early Years settings, parental communication and regular monitoring and assessment throughout the academic year.

Class teachers will share their concerns with the SENDco if a child is not making adequate progress despite high quality inclusive teaching.

The following will be taken into consideration;

- Teacher assessment and experience of the pupil.
- Information on pupil progress, attainment, attendance and behaviour.
- Individuals development in comparison to their peers.
- The views and experience of parents / carers.
- The child's own views.
- Advice from external support services and standardised tests.
- Concerns may be raised by: parents or carers; teachers; the school's special educational needs / disabilities coordinator (SENDco); external professionals; other educational settings (e.g. pre-school); or by children themselves.
- SEND may have been identified by the school or pre-school setting that children have previously attended.
- SEND may be identified by professionals working in other fields (e.g. health, speech and language therapy, visual impairment).
- Through tracking of attainment and rates of progress in comparison with other children of the same age, through termly Pupil Assessment Meetings, SEND parent meetings, SENDco / TA meetings and parent consultations.
- Through assessment and observation, including actual or potential social, emotional and mental health difficulties.
- With reference to descriptors that indicate SEND in one or more of the following four broad areas: communication and interaction (which includes speech and language difficulties); cognition and learning; social, emotional and mental health difficulties; and sensory and/or physical needs.
- Although separate from SEND, we also seek to meet the needs of children with medical conditions.

<p>How do we adapt the curriculum and learning environment for pupils with SEND?</p>	<p>* We carefully consider the needs of each individual and then ensure that equipment used is accessible to all children regardless of their needs. Key words, visual timetables, visual overlays and English and maths resources are used across the school to support learning as appropriate.</p> <p>* Use a range of teaching styles which recognise the individual learning styles of children in the class.</p>
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	<ul style="list-style-type: none"> <li>* Small groups interventions.</li> <li>* Differentiate / adapt teaching appropriately to match tasks to individual ability.</li> </ul>
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**Parents:**

<p><b>What parents can do if they are concerned that their child has a special educational need:</b>          Make contact with the class teacher and discuss their concerns.          Ask to talk to the SENDco.</p>	<p><b>Our first steps if a special educational need is identified are:</b>          Discussions between parents / carers / family members, the child and class teachers.          Observation of the child, and assessment of learning needs in order to identify their next steps of learning.          The advice of the SENDCo will be sought.          Setting up an Individual SEND Profile and/or a plan, which is called an Individual Provision Map. This lays out specific targets to work towards over a short period of time (e.g. six weeks).          Deciding on the provision that will help the child to meet the targets.          Seeking advice from professionals working outside the school, if appropriate at this stage.</p>
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### **How we will involve parents / families in planning support for their child:**

We recognise that family members know their child best, and that they have a huge impact on the progress that a child can make.

In an early discussion between class teacher and parents / family members, options that may support and help the child to make progress, both at home and in school, will be considered.

From this, the Individual SEND Profile or Individual Provision Map will be drawn up, and will include the ways in which the parent / carer can help their child.

Progress against targets will be reviewed regularly, with parents meeting with class teachers at parent consultations so that what is working well can continue and alternatives tried when action is not having the intended impact.

Parents will often be able to suggest ways in which school staff may be able to help them and their child.

Class teachers and / or the SENDco may be able to suggest practical ways in which parents can help their child at home, and may be able to secure additional help for parents and families, where desired.

We believe that a child's education is a partnership between parents and teachers, so we pledge to do our best to have good, regular communication between teachers and parents of children with SEND.

Alongside review meetings at parent consultations and SEND specific parent meetings with class teachers there is an opportunity to ask the SENDco any questions or queries also at parent meeting evenings or one to one drop ins / planned meetings.

### **Additional Support:**

Independent, impartial and expert advice is available from the local authority's Special Educational Needs and Disabilities Information and Advice Service (SENDIASS). They can be contacted through the local authority website, or as follows:

<https://www.worcestershire.gov.uk/sendiaass>

Office opening hours are Monday to Friday from 8.30am to 4.00pm. (We have a 24-hour answering service and endeavour to return your calls within 24 working hours).

Telephone: 01905 768153

Email: [sendiaass@worcestershire.gov.uk](mailto:sendiaass@worcestershire.gov.uk)

We value the importance of building positive relationships with parents and families. Where pupils are identified as needing additional support, parents are given the opportunity to discuss and be involved in the assessment and review process.

Support that we also offer;

- \* Introductory meetings with the SENDCo and Class Teacher - pre transition and at the open evening.
- \* School visits.
- \* Provision maps with agreed targets.
- \* Parent/Carer and teacher meetings including updates from professionals.
- \* Annual Review/transition meetings.
- \* Involvement of parents in changes in school through informal and formal consultations.
- \* Informing parents of any concerns and the action the school is taking. Parents are encouraged to share information and knowledge with the school.



<p>How do we consult pupils with SEND and involve them in their education?</p>	<ul style="list-style-type: none"> <li>* Pupils are given verbal and written feedback with regards to progress and attainment.</li> <li>* Pupils are at the centre of what we do, pupil voice is important and children are encouraged to share their likes/dislikes and what works and doesn't work for them.</li> <li>* Pupils contribute to the writing of their 'pupil comment' on their PM. They also discuss targets with their class teachers on the personalised reports.</li> <li>* Pupils' views on learning are regularly obtained and built into future plans.</li> </ul>
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<p>How do we assess and review pupils progress towards their outcomes?</p>	<ul style="list-style-type: none"> <li>* Pupils are continually monitored by his/her teacher, TA's, Mrs Richards and Mrs Whetham. External agencies are consulted too.</li> <li>* His/her progress is reviewed every term and intervention programmes are evaluated against impact.</li> </ul>
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<p>What support is available for improving the emotional and social development of pupils with SEND?</p>	<ul style="list-style-type: none"> <li>- As a school we believe every child is a unique individual and we will work with all relevant parties to ensure every child is happy and healthy at school.</li> <li>- We have an adult 'well being' team in school. Someone is always available for the children.</li> <li>- Mrs Harding is a mental health first aider and a trauma informed practitioner who leads nurture work for pupils identified through a pupil profiling assessment.</li> <li>- In addition all classes follow a structured PSHCE curriculum to support emotional and social development.</li> <li>- Further support is also offered by;</li> <li>- Support through small group interventions using social stories, lego therapy, games and activities.</li> <li>- Referrals to CAHMS (Child and Adolescence Mental Health Services)</li> <li>- Gaining support for Family Support Workers</li> <li>- Referrals to Behaviour Support</li> <li>- Referring children to Speech and Language therapy</li> </ul>
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<p>How do we involve other organisations in meeting the needs of pupils with SEND and supporting their families?</p>	<p>As a school we work closely with any external agencies that we believe are relevant to supporting individual children's needs within our school, including Health Services (GPs, School Nurse), CAMHS (Child and Adolescent Mental Health Service), Pediatricians, Speech and Language Therapists, Psychologists and Children's Services (Early Help Teams, Social Workers, specialist advisory teachers).</p>
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<p>How do we support children that are CLA?</p>	<p>Children that are CLA are supported as all our pupils are with regard to SEND provision. Additional meetings will be attended also by the CLA lead and where appropriate the SENDco and class teacher.</p>
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**In addition, for children with a high level of complex special educational needs:**

- We continue to offer children access to the full breadth of the curriculum, which may be differentiated or adjusted to enable them to access and learn from it.
- The SENDco and class teacher will act on the advice of professionals external to the school who have a specialism in the relevant areas of SEND.
- Targets, and the support provided to enable the child to achieve them, will be identified and reviewed at least annually as part of the Education Health and Care Plan, where relevant.

**Our School Staff:**

<p><b>School Staff:</b> All staff work together to ensure that every child has the best provision possible. Class teachers ensure that activities are matched carefully to meet the child’s needs as well as ensuring there is an appropriate amount of challenge too. The Class teacher is responsible for deploying the Teaching Assistants to work across the classroom groups. Each class has additional support in the form of teaching assistants attached to them.</p>	<p><b>Deployment of Teaching Assistants and Support Assistants:</b> Assistants carry out specific provisions to help meet certain targets, e.g. Rapid Reading and daily Precision Teaching. The provisions are carefully monitored by the class teacher and the progress is shared with senior leaders at the Pupil Progress Meetings. The provisions are also detailed on the child’s individual Provision Map (PM) which are shared at review meetings / parent consultations. The SENDco will work with pupils / staff to complete assessments or observations, or help to model new strategies. There is close communication between the SENDco, teachers and teaching assistants.</p>
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**Staff experience, expertise and training in relation to SEND:**

The SENDco is a fully qualified teacher with many years' experience in this role in more than one school with a Post Grad Certificate in SEN (NASC) cert and Specialist Teacher accreditation.

The SENDco is experienced in carrying out a range of programs, and oversees this aspect of provision. She has also undertaken extensive training in many aspects and areas of need over many years.

The school has two HLTAs that have been trained and are experienced in mentoring and supporting children with high levels of anxiety and stress-related behaviours. In addition to this one of the HLTAs is responsible for our maths / arithmetic interventions and first class @ number. All TA's have recent CPD to keep their skills in line with good practice.

The SENDco, HLTAs and several members of the support staff team have attended training and have experience in supporting children with autism.

Five teaching assistants have undertaken training in the use of Numicon to support learning in mathematics.

Two teaching assistants have been trained in delivering the First Class at Number maths intervention programme.

CPD workshops are held to share knowledge and use of provisions e.g. Rapid Reading and Precision Teaching.

Almost all staff undergo training in the use of Team Teach techniques to ensure effective behaviour management.

Regular training courses are identified for staff to meet the current needs of our pupils. Staff are very enthusiastic to receive the opportunities for training to further enhance their skills.

**How we allocate budget spending to make provision for children with SEND:**

The proportion of the school budget allocated to making provision for SEND is identified each year, and is used for many purposes, including:

Meet additional staffing costs, including that of the HLTAs, teaching assistant support in every class and additional support teaching assistants working in specific areas in the afternoons.

Secure specialist advice from Chads Grove Outreach Team for Learning Support / CCN assessments and Perryfields PRU Behaviour Support Teams;

Secure Educational Psychology support and advice;

Secure advice in relation to identified pupils from local special schools;

Provide training and professional development for the SENDco and teaching assistants;

Provide resources and necessary equipment to support the child's needs.

**The arrangements we make for transition for children with SEND:**

We seek to make effective arrangements for transition between different points of education for all children, and consider these particularly carefully for children with SEND, bearing in mind their needs, as outlined below.

<p><b>On entry to the school,</b> whether a child is joining us in our reception class or in another year group, teachers and/or the SENDco will liaise with the relevant pre-school setting or school, as well as with parents or other family members. Children are always invited to visit the school and spend some time here, prior to admission. Children in Early Years have a week of part time attendance before an appropriate attendance option is decided in liaison with parents and the advice and guidance of other relevant professionals where appropriate.</p>	<p><b>Transition between classes</b> within the school is also carefully planned. New class teachers make informal contact with children they will teach over the course of the year, for example in clubs, on the playground, or by visiting their current classes. 'Transition Days' then take place from November onwards for Y4 and at the end of the summer term for everyone, when teachers and teaching assistants continue to build relationships with children who will join their classes. Prior to the transition days each child's current teacher meets the new teacher and, where necessary, the SENDco, to ensure that he or she has all relevant information. Parents are invited to meet the new teacher during the Open Evening.</p>	<p><b>Transition to High School</b> is carefully planned and prepared for all children identified with SEND. This includes liaison between the SENDco and High School staff, a series of transition visits, and the passing on of records and assessment information. Where there are significant concerns that transition to High School may be difficult for any child, we also put in place a transition programme to help to prepare them for this and to maximise the support networks provided by their peer group.</p>
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<p>How do we evaluate the effectiveness of our SEND provision?</p>	<ul style="list-style-type: none"> <li>● Pupil tracking (Head Teacher &amp; SENDco)</li> <li>● Classroom observations</li> <li>● Book trawls</li> <li>● Subject monitoring afternoons</li> <li>● Planning checks</li> <li>● Pupil progress meetings</li> <li>● Pupil Voice</li> <li>● Monitoring of IPM's (Individual Provision Maps)</li> <li>● Attendance records</li> </ul>
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<p>What do we do if we have a concern regarding bullying?</p>	<p>In the first instance contact the class teacher. Any allegations will be dealt with swiftly. Mrs Richards and Mrs Whetham will be informed. If there is any follow up required you will be contacted.</p> <p>Information and policies are on the website.</p>
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<p>Who do we contact if we have a complaint?</p>	<p>Depending on the situation it may be Mrs Richards - SENDco, Mrs Whetham - Head teacher or the governing body / LAB. All can be contacted through the school office. office@st-barnabasfirstmiddle.worcs.sch.uk</p>
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SEND Updated September 2023