

10. When the IPM is reviewed, you will be invited to a meeting and your child's views will be asked .

11. If your child does not make progress with a several APDR cycles and has complex needs, the school will recommend putting them forward for an EHCP (Educational Health Care Plan). This is proposed to the Local Authority who evaluate the level of extra support that is needed by this individual.



## Who should you talk to if you are concerned?

If you are concerned that your child might have SEND or you want to know about the provision that has been put in place for your child you should contact your child's class teacher first and then, if you want further clarification, the School's SENDCO, Amy Rowley. For more general information, the link for the Worcestershire's local office.

[www.worcestershire.gov.uk/SEND](http://www.worcestershire.gov.uk/SEND)

## Pastoral Care

The SENDCo can provide listening time and advice to families and children. She can also signpost a range of different organisations that might be able to offer additional help.

## Behaviour Support



All children benefit from the school behaviour policy which is designed to promote positive attitudes and respect through our three core rules:

- Ready
- Respectful
- Safe

All staff use these rules to highlight the behaviour they want to see around school, which ensures rewards and consequences are applied consistently. Expectations are reinforced through worship and in the way that staff and pupils interact throughout the school day, each and everyday.

# St Barnabas CE First and Middle School

*'Let all that you do be done in love'- 1  
Corinthians Ch 16 vs 14*



## What is SEND?

SEND stands for Special Education Needs and Disability. A pupil with SEND may need additional or different provision to their peers, to enable them to achieve their full potential. The areas of SEND include:

- Communication and Interaction
- Cognition and learning
- Social, Emotional and Mental Health Needs
- Physical and Medical Needs
- Hearing Impairment
- Vision Impairment
- Multisensory Impairment/deaf blindness

At St Barnabas CE First and Middle schools we work hard to ensure that all children are nurtured and flourish. This vision encompasses all of our learners and includes having high aspirations for pupils who have been identified as having SEND.



## Our SEND pathway

There are several stages on the SEND pathway: 1. All children at St Barnabas CE First and Middle Schools receive quality first teaching in all lessons. This ensures that most pupils can make good progress.

2. The assessment of learning is undertaken continuously at St Barnabas CE First and Schools. Additionally, formal assessments are undertaken once in each term. These assessments allow teachers to continually adapt learning content and delivery methods to provide for all children.

Assessment identifies any child who is not making sufficient progress

3. In response to slow progress, the class teacher will adapt their teaching to offer different learning strategies and more direct intervention to address that child's needs. This will be discussed with you and your child at Parents' Evenings.

4. If your child does make progress – great. If they do not make good enough progress then the teacher will seek advice from the SENDCo. At this point the teacher will talk to you and your child and listen to your views.

5. Teachers will ask for advice and support from the SENDCo, who will offer suggestions for interventions that they might implement and possibly facilitate time for extra support.

6. An individual provision map will be written- this is an individual learning plan with SMART (specific, measurable, agreed-upon, realistic and time-based) objectives and a clear plan for how the school will

meet those objectives. This forms part of the Asses, Plan, Do, Review (APDR) cycle and your child will be placed on the school SEN register.

7. IPMs are reviewed regularly with parents and the child's voice is captured within this review process. This forms part ADPR cycle.

8. The school will also ask for the advice of outside agencies as soon as a need is identified so that you child has as much support as possible. Teachers will implement any advice that has been offered to improve the provision for your child.

9. Advice is sought from outside agencies such as:

- Learning Support Team
- Complex Communication Needs
- Speech and Language Therapy
- Educational Psychologist

Other pathways such as: OT, ADHD/ASD can be discussed with the SENDCo

