



St Barnabas CE First and Middle School

Diocese of Worcester Multi Academy Trust Schools' SEND Information Report St Barnabas CE First and Middle School September 2026

Introduction

This SEND information report is part of the Worcestershire local offer for learners with special educational needs and/or disability (SEND). This local offer can be found at the following site: [SEND Local Offer | Worcestershire County Council](#)

All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing bodies or proprietor's policy for pupils with SEND. The information published must be updated at least annually. The required information is set out in the SEND Code of Practice 0 -25 Years 2015

SEND Statistics for St Barnabas CE First and Middle School and National SEND statistics.

EHC plans	EHC plans (percent)
22	10.13%
SEN Support/SEN without an EHC plan	SEN support/SEN without an EHC plan (percent)
45	20.74%

EHC plans 482,640 pupils in schools in England. Up by 11.1% from 2024 What is this EHC plan number? ?	EHC plans (percent) 5.3% percent of pupils with an EHC plan. Up from 4.8% in 2024 What is this EHC percent? ?
SEN support/SEN without an EHC plan 1,284,284 pupils in schools in England. Up by 3.7% from 2024 What is this SEN support number? ?	SEN support/SEN without an EHC plan (percent) 14.2% percent of pupils with SEN support. Up from 13.6% in 2024 What is this SEN support percent? ?

Over 1.7 million pupils in England have special educational needs (SEN)

Provision made at St Barnabas CE First and Middle School

St Barnabas CE First and Middle School places the children at the heart of all our decisions. SEND provision and inclusion are the fundamental components of ensuring that all of our children thrive and achieve their full potential.

The DoWMAT consists of 15 mainstream Primary/First and Middle schools catering for children from the age of 2 to 12. It welcomes children with and without special needs and supports children with a range of SEND. These may fit into one or more of the following areas:

Broad Areas of Need:

1) Communication and Interaction

- Autistic Spectrum Disorder (ASD) including Asperger's Syndrome
- Speech Language and Communication Needs (SLCN)

2) Cognition and Learning

- Moderate Learning Difficulty (MLD)
- Severe Learning Difficulty (SLD) - where children are likely to need support in all areas of the curriculum

and have associated difficulties with mobility and communication.

- Profound and multiple learning Difficulties (PMLD) - complex learning difficulties as well as physical disability or sensory impairment.
- Specific Learning Difficulty (SpLD) including dyslexia, dyscalculia and dyspraxia

3) Social, Emotional and Mental Health Difficulties

- Attention Deficit Hyperactive Disorder (ADHD)
- Attachment Disorder (AD)

4) Sensory and/ or Physical Need

- Physical Impairment (PD)
- Hearing Impairment (HI)
 - Visual Impairment (VI)
 - Multi-sensory Impairment (MSI) A combination of vision and hearing difficulties

St Barnabas CE First and Middle School has high expectations for pupils with SEND and continually endeavors to ensure that they:

- Achieve their best
- Become confident individuals
- Make a successful transition through school and on to secondary provision.

As a school, we continually thrive to meet the needs of all children with SEND in consultation with parents, the Local Authority and specialist agencies from Health, Education and Social Care.

How do we identify and assess children with SEND?

Identification & Assessment

SEND pupils may be identified through the teachers' observations and assessment, and school-based criteria including:

- Evidence obtained by teacher observations/ judgements - when teachers identify an area where a pupil is making less than expected progress, they will target the child's area for development with adjusted, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCo (Mrs. Rebecca Reeder) by completing an internal SEN referral document which identifies which of the four broad areas of need they are concerned about. They must also evidence a cycle of Assess-Plan-Do-Review to exemplify why they feel a child may have an additional need. A teacher referral will then be assessed via our identification criteria to establish if the child does have a special educational need, factors such as poor attendance will also be considered and will form part of the assessment process.

This can include:

- Performance against national expectations
- Pupil progress in relation to Early Years' Foundation Stage curriculum expectations and national curriculum targets
- Standardised tests which are tests to compare children of the same age nationally or criterion referenced tests such as high frequency word checks or phonic knowledge checks.
- External agency reports and observations
- Records from previous schools
- Information from parents

We also closely monitor progress in areas other than attainment including social development and evidence that a pupil may have a disability under the Equality Act (2010- [Equality Act 2010](#))

How do we safeguard children with SEND?

We aim to ensure that all children are protected from harm. Children identified as having special educational needs are more vulnerable than children who have not been identified as they may find it more difficult to communicate with trusted adults.

We ensure that children with SEND are safeguarded by following the safeguarding policy and through ensuring that staff receive specific training on how to identify possible signs of abuse for these children and that regular refreshers are planned in.

Relevant policies and documents

- SEN Policy
- Child Protection and Safeguarding Policy
- Child on Child Abuse Policy
- Online Safety Policy
- Keeping Children Safe in Education 2026
- Low Level Concern Policy
- DOWMAT DSL Policy
- DOWMAT CP and Safeguarding statement
- Staff Code of Conduct
- Marking and Feedback Policy
- Accessibility Plan

What is our policy for ensuring our provision meets the needs of all children with SEND?

Please refer to St Barnabas SEN Policy and DoWMAT SEND policy

Following identification and assessment we adopt a ***graduated response*** to meeting special educational needs and disabilities (SEND) in the following ways:

- Providing high-quality teaching for all, which is appropriately adjusted to meet the needs of individual pupils.
- Involvement of the SENCo: If a child's progress continues to be less than expected the class teacher will work closely with Special Educational Needs and Disabilities Coordinator (SENCo) to assess whether a child has a SEN or disability.
- The school will then put evidence-based or school-designed interventions into place, targeted to the needs of the individual, to secure better progress for the child.
- By providing specialist equipment: Where necessary a child may require specialist equipment to access and make progress in their learning.
- By involving specialist agencies: For higher levels of need St Barnabas CE First and Middle School will draw upon more specialised assessments from external agencies and professionals to support those identified with SEND.
- By applying for an EHCP: If a young person's progress continues to demonstrate significant cause for concern despite interventions at school under the single category, a request may be made to the Local Authority for Statutory Assessment – Education, Health and Care Plan (EHCP).

How do we evaluate the effectiveness of provision for SEND pupils?

At St Barnabas CE First and Middle School the impact and quality of the support and interventions provided for individuals identified with SEN or Disability will be evaluated, along with the views of the pupil and their parents.

Individual Support Plans (ISP's) will be put in place after consultation with parents and staff. The attainment and progress of pupils on these plans will be evaluated at appropriate intervals and continually monitored. The class teacher, in collaboration with the SENDCo, will revise the support in light of the pupil's progress and development. Any outcomes or changes to the support will be discussed with parents and pupils.

In addition, the SEND trustee, SENDCo and school leaders will regularly review the use of expertise and resources used to address SEND. The quality of the whole school provision will be evaluated as part of our approach to school improvement.

The SEND link governor is Miss Lauren White (Lauren.White@st-barnabas.dowmat.education)

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCo to determine the strategic development of the SEND policy and provision in the school

What are the arrangements for assessing and reviewing progress of children with SEND?

SEND support at St Barnabas CE First and Middle School is based on four types of action:

ASSESS

- SEND pupils may be identified in a range of ways as outlined in section 2

PLAN

- In liaison with the SENDCo, teachers will agree, in consultation with the parents and the pupil, the interventions and support to be put in place. Impact on progress, development or behaviour, along with a clear date for review will be expected. This will include:
- Short realistic and measurable targets related to the area of concern.
- Suggested strategies to be used by teachers, support staff, parents and pupils
- The teaching strategies to be used
- Identify the strengths of the child
- Details of intervention
- The provision to be put in place
- When the plan is to be reviewed
- Outcomes

DO

- The class teacher should remain responsible for working with the child on a daily basis
- Where the interventions involve group or one-to-one teaching away from the main class teacher, the class teacher will still retain responsibility for the pupil, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of interventions.
- The SENDCo will support the class teacher in the further assessment of the child's particular strengths and areas for development, in problem solving and advising on the effective implementation of the support.

REVIEW

- Support plans are to be reviewed termly, with input from the pupil, parent/carer, teachers, teaching assistants and outside agencies (if applicable).

Pupils with an Education, Health and Care Plan have long and short-term targets. Long term targets are reviewed annually as part of the annual review process. Short term targets are devised and reviewed at least termly as described above.

What is our approach to teaching pupils with SEND?

At St Barnabas CE First and Middle School class teachers are responsible for delivering high-quality teaching which is appropriately adjusted for individual pupils. Teachers will plan to ensure a multi-sensory approach. Following identification and assessment we adopt a **graduated response** to meeting special educational needs and disabilities (SEND). As much as possible support will occur in class, this may involve specialised resources or equipment and/or support from a Teaching Assistant (TA). Where SEND interventions involve group or one-to-one teaching away from the main class teacher, the class teacher will still retain responsibility for the pupil, working closely with any teaching assistants or specialist staff involved, to **plan and assess** the impact of interventions. Where possible, additional intervention work will ensure that children do not miss the same lessons each week. St Barnabas CE First and Middle School will ensure evidence-based/ school designed interventions are delivered by appropriately trained staff.

The SENDCo will support the class teacher in the further assessment of the child's strengths and areas for development, in problem solving and advising on the effective implementation of the support provided.

How do we adapt the curriculum/ learning environment for SEND pupils?

All pupils at St Barnabas CE First and Middle School have access to a broad and balanced curriculum. Teachers will have high expectations for individuals with SEND.

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. Our teachers will use various strategies to adapt access to the curriculum, acting on advice from external agencies, when necessary. These might include:

- Use of assisted technology
- Use of practical resources/ specialised or modified resources

- Peer mentoring systems
- Positive behaviour rewards system
- Additional adult support
- Adaptation to visual stimuli including assessment materials
- Personalised activities
- Short, sharp interventions (evidence based) such as Sensory Circuits and Nessy Fingers.

' Each learner identified as having SEND, is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs and is intended to enable access to

learning and overcome the barrier(s) to learning identified. The school is accessible to parents and children with disabilities. At St Barnabas CE First and Middle School we have facilities to allow for movement from the outside areas to internal spaces, specially adapted toileting facilities and appropriately adapted break-out spaces.

What additional support for learning is available to SEND pupils?

At St Barnabas First and Middle School where a pupil continues to make less than expected progress, despite evidence-based SEND support delivered by appropriately trained staff, we would involve specialists to give advice on effective support and interventions.

The involvement of specialists will always be agreed by parents, and the outcomes of these visits will be recorded and shared with parents, teaching staff and other SEND support.

The local offer will set out clearly what is available from different services and how it may be accessed, this may include:

- Speech and Language Service
- Educational Psychology Service
- Learning Support Service
- Autism Outreach/CCN Team
- Physical Impairment and Medical Inclusion Service
- Visual Impairment team
- Hearing Impairment team
- Perryfields PRU
- Chadsgrove Specialist Support
- Child and Adolescent Mental Health Services (CAMHS)
- Occupational Therapy Service
- Physiotherapy Service
- Regency Physical Disability Outreach Team
- General Practitioners

What support for learning is available to SEND pupils if the school is subject to unexpected closure?

Teachers will liaise with the SENDCo and other relevant colleagues to ensure all pupils remain fully supported for the period of remote education.

The SENCo will oversee additional support for pupils with SEND which will be specifically tailored to the individual's needs, e.g. via weekly phone calls, individual sessions relating to their APDR and EHCP targets. Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote education.

Lesson plans will be adapted to ensure the curriculum remains fully accessible and inclusive during the period of remote education. Teachers will ensure that online content, inclusive of accessibility features such as voice to text conversion (where necessary) are available to support pupils with SEND.

The school will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for pupils with SEND. This will be decided and approved by the Headteacher (Mrs. Whetham)

How do we enable SEND pupils to engage in all activities of the school?

Pupils identified as having SEND are supported to engage in all activities within school life. Reasonable adjustments and adaptations for participation are made to ensure access to all curriculum and enrichment opportunities, including before and after school wrap around

care, are accessible and appropriate to the needs of all children.

What support is available for improving the emotional, mental and social development of SEND pupils?

As a school, we recognise that persistent disruptive or withdrawn behaviours do not necessarily indicate that a child has Special Educational Needs or a disability.

Appropriate assessments will be carried out to determine if causal factors are related to undiagnosed learning difficulties, communication and interaction difficulties or mental health issues and appropriate support will be put in place. This may include circle time activities in class, social skills evidence –based intervention groups or the involvement of specialist support. Specialist support may involve: Educational Psychology, Speech and Language, School Health Advisor or Child and Adolescent Mental Health Service (CAMHS)

If housing, family, or other domestic circumstances may be contributing to the presenting behaviour then a multi-agency approach may be appropriate through the Early Help process. At St Barnabas CE First and Middle School this would be organised through direct liaising with Mrs. Louise Reeder (Interim Deputy Headteacher and Pastoral Lead).

Appropriate support will be provided in distressing circumstances, for example, where bullying is suspected or there has been a bereavement, as we are aware of the significant impact that this can have on the well-being of a pupil.

Policies of note:

- SEND Policy
- Behaviour Policy
- Anti-bullying Policy
- Bereavement Policy
- Supporting Families Policy

The SEND coordinator's name and contact details



St Barnabas CE First and Middle School SENDCo – Rebecca Reeder
rreeder@st-barnabas.dowmat.education



DoWMAT Trust SENDCo – Clare Stockford
Clare.stockford@dowmat.education

Information on staff expertise, their SEND training, and how specialist support will be secured.

SEND training at St Barnabas CE First and Middle School happens in many ways. We take advantage of courses being delivered by external agencies in all aspects of SEND provision. We also commission external agencies to come into school to work with larger groups of staff. Throughout the year we provide training in-house for both teaching and non-teaching members of staff. The focus of training is planned based upon the training needs of our staff as well as the needs of our pupils.

Mrs. Reeder has been awarded the NPQSENDCo qualification. We also have a Trauma Informed Practitioners, PACE trained staff, Worcester Autism Trained specialist and Class teachers and support staff have received up to date training related to various areas of SEND.

Information on equipment and facilities to support SEND pupils and how this will be secured.

Allocation of resources

- ☐ Resources are allocated to support children with identified needs.
- ☐ Each year we map our provision to show how we allocate humanresources to each year group; this is reviewed regularly.
- ☐ Support may take the form of adaptations, adjusted work in class, support from a Teaching Assistant (TA) in focused intervention in groups, or for individuals.
- ☐ Where necessary specialist equipment, books or other resources that mayhelp the child are purchased.

St Barnabas CE First and Middle School and the DOWMAT works closely with specialist professionals to ensure that accurate information is accessed regarding equipment and facilities to support SEND pupils.

What arrangements are there for consulting parents of pupils with SEND, and involving them in their education?

Early Concerns/Identification

The progress made by all pupils is regularly monitored and reviewed. Initially, concerns registered by teachers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept ofstrategies used.

Where progress continues to be less than expected parents/carers will beinvited to school to begin the Assess, Plan, Do, Review process. There is an open-door policy. Parents can arrange to meet with their child's class teacher or Special Needs Coordinator to discuss any concerns at a mutually convenient time.

What arrangements are there for consulting pupils and involving them in their education?

As discussed, where progress continues to be less than expected, the SENDCo will invite parents/careers in to discuss the next steps to further assess the young person. Following this the SENDCo or class teacher will meet with the young person to complete their individual support plan (ISP). This will include the child's thoughts on their strengths and areas for development and suggestions for targets to work towards. It will also consider support that they feel would be appropriate and helpful. A date will be set when this will be reviewed with the child.

Depending on their age, pupils with an Education, Health and Care Plan (EHCP) are invited to submit their views in writing as part of their annual review as well as attending the review itself.

The school's transition arrangements for SEND pupils

The following information and documentation are provided by the SENDCo to the receiving school for pupils with Special Educational Needs:

- Assess, Plan, Do, Review Support Plans
- Education, Health and Care Plans
- Assessment details
- Reports
- Liaison with school staff of receiving school

For pupils with Educational, Health and Care Plans a Phase Transfer review will take the place of the annual review in year 5 or at the beginning of Year 6. This review must give clear recommendations as to the type of provision the child will require in future years. In some instances, specialist services involvement and guidance in transition may be required.

Trustee arrangements for the treatment of parental/pupil complaints concerning the school's provision

If a parent/carer has a complaint about SEND provision it should first be raised with the school. In the first instance concerns should be raised with the class teacher. If a satisfactory outcome is not achieved the SENDCo will become involved. In some instances, it may be necessary to consult the Head Teacher. In extreme cases the parent may be referred to the LA.

A parent can also be directed towards the Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS- [Welcome to SENDIASS Herefordshire and Worcestershire | Worcestershire County Council](#))

See Complaints Policy.

How does the Board of Trustees involve other bodies (health, social care or LA support services and voluntary organisations) in meeting the needs of children identified with SEND?

We work closely with the Local Authority and other providers to agree to a variety of specialist services and have clear arrangements for making requests for specialist services.

We commission some specialist services directly, for example:

- Learning Support Service
- Educational Psychology Service
- Behavior Support Service

We are also supported by health care professionals such as:

- Speech and Language Therapists
- Physiotherapy Specialists
- Specialist Visual Impairment Specialists
- Occupational Therapists
- School Nurse
- Child and Adolescent Mental Health Services (CAMHS)

Or other services such as:

- Charity Organisations
- Social Workers
- Early Help Services
- Young Carers

The contact details of support services for parents of SEND pupils

Worcestershire Local Authority

SEN services - 01905 845726

St Barnabas First and Middle School – 01905 840 366

SENDIASS- 01905 768153

Chadsgrove Specialist Support- 01527 871511

Perryfields PRU- 01905 427011

Regency School Physical Disability Outreach Team- 01905 456 602

Worcestershire Child and Adolescent Mental Health Services- 01905 681 961