
School Name: Barns Green Primary School

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Date of Local Offer
report: September 2024

Date to be Reviewed:
September 2025

Ofsted link: <https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/125838>

Head teacher: Tracey Newbold

SENDCo:

Name: Alicia Harris

Contact: 01403 730614

Date of latest Accessibility Plan: 2022-25

Date complete (of accessibility plan): *Spring 2022*

By whom:

Name: Tracey Newbold Role: Headteacher

	Question	Response (choose 'best-fit' statement from Self Audit Grid)	Examples of good practice in our setting (bullet point key examples)
1	How does the setting / school know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?	We track the progress of all our learners as professionals. We regularly discuss any concerns we have, as well as celebrate achievement. We have systems in place to use data to support tracking. Parents are encouraged to speak to the Class Teachers and SENDCo about any concerns they have.	<ul style="list-style-type: none">• Pupils on the SEND register, or any topic regarding SEND as a whole (including updates or changes) can be discussed at every staff meeting, so any concerns and / or updates can be raised.• The progress of all pupils is tracked. Progress is monitored by class teacher(s) and senior leadership team, which means that the need for additional support can be identified.• Class Teachers and SENDCo meet with parents to discuss progress and next steps.• Weekly celebration assemblies to share successes and achievements of all pupils.

2	How will setting / school support my child/young person?	Having identified needs, we seek to match provision to need, as best as possible. We define expected outcomes of interventions and then monitor the impact through regular meetings and tracking of pupil progress. Our SENDCo leads on this aspect and the head teacher shares this information with governors/trustees.	<ul style="list-style-type: none"> • Regular, at least termly reviews of Assess, Do, Review conducted with pupils and parents • Termly Whole School Provision map shows cross school interventions and how they are working. • Progress meetings: this allows discussion of what has worked and changes to interventions if necessary.
3	How will the curriculum and other teaching strategies be matched to my child's/young person's needs and their aspirations?	Adaptation is embedded in our curriculum and practice. We may have a personalised curriculum for children whose needs require this.	<ul style="list-style-type: none"> • All lessons are adapted and teachers use the West Sussex Ordinarily Available Practice to support the needs of all children • Personalised curriculum offered, based on individual needs, not just SEND but also for EAL or able children.
4	How will I know how my child/young person is doing and how will you help me to support my child's/young person's learning?	We are committed to working with parents and carers to ensure that children's needs are identified, supported and met. Parents will be consulted at all stages, from identification of SEND needs onwards. Parents' evenings occur on a termly basis and teachers meet with parents on an informal basis, whenever the need arises.	<ul style="list-style-type: none"> • Parents can provide class teachers with a note, or a message can be left at the school office, which is then passed onto the Class Teacher. • We are able to update parents by email. • Mid-year report allows time for issues to be discussed and target(s) set prior to Summer Term. • Parent tutorials (such as RWI, phonics workshops) when new teaching and learning methods introduced at school or when parents are new to school. • Notices or posters are at entrances to school to display local support /events for parents. The school also has a Facebook page, in which events are be linked and shared (if applicable). • End of year pupil reports are sent home yearly so parents can celebrate success. Year 6 pupils have a special celebration event at the end of the year, which is inclusive of all pupils.

5	<p>What support will there be for my child's/young person's overall well-being and to help them develop their independence?</p>	<p>All our staff are regularly trained to provide a high standard of pastoral support. Relevant staff are trained to support medical needs and some cases all staff receive training. We have a medical policy in place. Our Behaviour Policy; which includes guidance on expectations, is fully understood and in place by all staff. We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. Learner voice is central to our ethos and this encouraged in a variety of ways and regularly. We enable support staff to encourage greater independence in all of our learners. Independence is also linked to our school vision statement – 'Promoting independent thought and learning'.</p>	<ul style="list-style-type: none"> • Weekly assemblies are linked to the school's values. These are flexible to allow staff to tackle issues that have arisen during the week. • Head teacher has regular interviews with pupils to discuss their views of school life. • School council – children elected by their peers meet regularly with a designated adult to discuss issues of concern to them. • Learning mentor – Key support within pastoral care.
6	<p>What specialist services and expertise are available at or can accessed by the setting/school?</p>	<p>Some of our staff are trained in specialist areas to support special educational needs and we work collaboratively with external partners.</p>	<ul style="list-style-type: none"> • Learning Mentor meets with identified children weekly for non-academic support • Through West Sussex, school has access to full range of professional support, for example speech and language team, inclusion support etc. • School is a member of the Weald SEND Alliance – a group of schools from our local area, Primary and Secondary.
7	<p>What training are the staff supporting children and young people with SEND had or are having?</p>	<p>Training staff is an on-going process. We aim to regularly invest in training our staff to improve wave 1 provision delivery and develop enhanced skills & knowledge delivery of wave 2 and 3 interventions. There is the opportunity in every staff meeting for our staff to be updated on</p>	<ul style="list-style-type: none"> • As a requirement of the Code of Practice, all SENDCo's complete the National Qualification for SENDCo's. • Recent staff training has included Dyslexia friendly approaches to teaching, Speech and Language update, Occupational Therapy training update and ASC staff training • We are able to be flexible with

		matters pertaining to special educational needs and disability.	<p>our training and try to link it directly to children's needs.</p> <ul style="list-style-type: none"> We seek the support of WSCC external agencies to provide us with updated information, advice and wherever possible, staff training.
8	How will my child/young person be included in activities outside the classroom including school trips?	Our school promotes an inclusive environment, enabling the involvement of all our learners in all aspects of the curriculum including activities outside the classroom. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met; where applicable parents/carers are consulted and involved in planning.	<ul style="list-style-type: none"> All children are included in all aspects of school life as they move through the school– end of year performance, celebration of work, sports day, school trips, school residential. Barns Green Primary School provides Outdoor Learning as part of the curriculum. All staff are received accredited training for this.
9	How accessible is the setting/school environment?	Please see the latest Accessibility Plan for further information.	<ul style="list-style-type: none"> Barns Green Primary School is a 'disability friendly' school. Our award winning school building is fully accessible. We also have a full treatment room, including hoist and wet room shower area. Within our Hub we have sensory support equipment. A designated sensory input space is available. We aim to teach in a way that will support children with tendencies towards conditions as dyslexia, dyspraxia, ADHD, and ASC. Our gardening area includes raised beds for easy access and all classrooms have easy access to a patio and the playground. Most children have access to a shared group of iPad within school. We or our IT Company, aim to regularly update with the latest apps to best support pupils with their learning, in the classroom. The outside area used by our youngest children has recently been upgraded to ensure it is safe and accessible to all.

10	<p>How will the setting /school prepare and support my child/young person to join the setting /school, transfer to a new setting / school or the next stage of education and life?</p>	<p>Induction is important to us and we invest time in welcoming our learners in a way that makes them feel a part of our setting. We work well with our partner schools.</p>	<ul style="list-style-type: none"> • Staff hold transition meetings to discuss individual pupils before transfer to secondary and before entry into EYFS. • EYFS teachers and if applicable, support staff carry out home visits for all children entering EYFS. • Class Teachers hold Transition ‘hand over’ meetings in the Summer Term, to provide information for the next teacher.
11	<p>How are the setting’s / school’s resources allocated and matched to children’s/young people’s special educational needs?</p>	<p>Budgets are closely monitored and aligned to the school improvement plan of the school.</p>	<ul style="list-style-type: none"> • Budget ratified by Governors as per statutory requirement. • Locality SENDCo group purchases larger items as whole group – creating cost effective ‘bank’ of resources.
12	<p>How is the decision made about what type and how much support my child/young person will receive?</p>	<p>Working with the learner, their families and other staff, the SENDCo considers a variety of options for suitable provision before deciding on a course of action.</p>	<ul style="list-style-type: none"> • Class Teacher and / or SENDCo meets with parents / families and child to discuss provision, interventions (if applicable) and desired outcomes if cause for concern raised. • SENDCo responsible for regular feedback to Headteacher, staff and governing body. • Assess, Do, Review plans created by Class Teachers and are monitored with parents and developed in collaboration with all parties. • Locality SENDCo group allows discussion of next steps if SENDCo unsure of how to proceed (seeking additional expertise advice). • Additionally, Outside Agencies can be contacted for the SENDCo to seek further advice.
13	<p>How are parents involved in the setting /school? How can I be involved?</p>	<p>We regularly involve parents and families in discussions about their child/young person’s learning.</p>	<ul style="list-style-type: none"> • Parents are encouraged to be volunteer helpers, for example, to read with children in school and to help with school visits. • Teachers are available for meetings outside the normal parent consultation termly meetings. • Our active PTA plan events to

			both raise money and encourage parental involvement.
14	What arrangements does the setting/school have in place for signposting me to external agencies such as voluntary organisations?	We have a variety of leaflets and information displayed on our notice board.	<ul style="list-style-type: none"> Local action days or events / groups from local voluntary groups or run by external agencies are put on display at entrances. Emails sent to parents include details of events and support on offer, for example http://www.reachingfamilies.org.uk/ -we send out dates for parent training and social group Umbrellas.

15	Who can I contact for further information?	In the first instance, parents/carers are encouraged to talk to their child's class teacher. Further information and support can then be obtained from the setting/school's SENDCo.
	What is the complaints procedure?	Please see our website for Complaints Policy

Our external partners are
Educational Psychologist
Speech & Language Therapist
Learning and Inclusion Team
Family Support Network
Autism and Social Communication Team
Learning Behaviour Advisory Team
Integrated Prevention and Earliest Help Service (IPEH) – Sometimes referred to as Early Help
Pupil Entitlement: Fair Access
Occupational Therapy
Child and Adolescent Mental Health Services - CAMHS
Special Educational Needs and Disability Information, Advice and Support Service - SENDIAS
School Nursing Service
SENAT - Special Educational Needs Assessment Team

Any other comments:

All children in KS1 and KS2 have access to a shared number of iPads and we encourage alternative methods of recording (when this is applicable to meet a child's needs). Children are given access to apps to support their learning, during the school day.

One computer per a class has Clicker software installed on it, to support alternative methods of recording.

We have a wide variety of clubs which are fully inclusive, and we are always happy to hear of new ideas for clubs.

Children have access to a sensory area to support emotional regulation.

Graded "Good" Ofsted 2017 – "Children who need extra help are supported well".

