

## 1. The kinds of Special Educational Needs provided for at Barns Green Primary School

We have defined Special Educational Needs using the 2015 SEND Code of Practice (CoP), which says that:

*'A child or young person has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.'*

At Barns Green there is a range of SEND found within the following areas of SEN:

- a) communication and interaction
- b) cognition and learning
- c) social, emotional and mental health difficulties
- d) sensory and/or physical needs

Where possible, and resources have allowed, we have provided additional to, or different provision from that which is generally made for most children in school.

Although the school can identify special educational needs and make provision to meet those needs, we are unable to make diagnoses. After discussion with SENDCo parents may be advised to seek medical advice with reference to conditions such as ADHD and Autism, as an example. The school can offer support, advice and 'signposting' to parents who have concerns relating to their child's medical needs.

## 2. Policies for identifying children with SEND and assessing their needs

Children with SEND are usually identified by one of the following routes which are part of the overall approach to monitoring the progress of all pupils:

Progress Meetings: The progress of every child is monitored termly by class teacher and a member from the Senior Leadership Team. Where children are not making progress in spite of 'Quality First Teaching' they are discussed at a termly 'Progress Meeting' and a plan of action is agreed.

Class teachers are continually aware of children's learning. If they observe that a child, as recommended in the 2014 Code of Practice, is making less than expected progress, given their age and particular circumstances, they will seek to identify a cause.

"Less than expected progress" could be progress that;

- 1. is significantly slower than that of their peers from the same baseline.
- 2. Does not match or better the child's previous rate of progress.
- 3. Does not close the attainment gap between the child and their peers.

Parents sometimes ask school to look more closely at their child's learning. We take all parent requests seriously and investigate them all.

Children may discuss worries with their teacher or another adult in school that they are not "keeping up" or feel confused. We take this seriously too and will always investigate to see if a child needs further support.

The SENDCo and/or class teacher may undertake pupil assessments which will add to and inform the teacher's understanding of a pupil's strengths and areas of need.

The SENDCo, working closely with parents and children, is able to seek outside agency advice, where this is an appropriate course of action.

### **3. Arrangements for consulting parents of children with SEND and involving them in their child's education**

We aim to have positive, informative relationships with all of our parents. Our SENDCo will be available to meet with parents as concerns arise. If a child is experiencing difficulties, parents will be informed either at parents' meetings or during informal meetings to discuss the child's progress. A parent will always be informed, by the class teacher or SENDCo if a child has been identified as having an additional SEND and requires some support in their learning.

Once a child has been identified as having a SEND, the class teacher and SENDCo will invite parents to school to:

- Discuss placing their child on the SEND register and send a letter home.
- Discuss the graduated response so that the parent understands any new terminology and expectations.
- Discuss any assessments, strengths and difficulties relating to their child.
- Receive a copy of their One Page Profile to take home, and if they wish for any amendments or further information to be provided, then this can occur. This ensures we get a fully rounded picture of your child.
- Access records of any meetings about their child. Thereafter, parents and children are invited to meet as required, to review progress made, set targets and agree provision for the next term (linked to the child's 'Assess, Do, Rev'iew Plans).

### **4. Arrangements for consulting children with SEND and involving them in their education**

Depending on their age, interest and parental preference, the child will be invited to attend all meetings (formal and informal) as part of this process. Pupils are involved in the learning process at all levels e.g. through feedback and responses to teachers marking; awareness of their literacy and maths areas for development and self-assessment and reflection of their learning. All pupils on the SEND register have a one-page profile which identifies their strengths, interests, what they enjoy about school, what they find challenging and what helps them to achieve. Pupils are encouraged to comment regarding their provision which can be scribed onto their 'Assess, Do, Review' plans by Class Teacher(s).

### **5. Arrangements for assessing and reviewing children's progress towards outcomes, including opportunities to work with parents and young people as part of this assessment and review**

A one page 'Individual Pupil Profile' will be completed with pupil and class teacher, or another school adult. This will be shared with parents during parent liaison meetings described above. This document will include their strengths, interests, what they enjoy about school, what they find challenging and what helps them to achieve.

An Assess, Plan, Do, Review Plan is produced, as described above, for each child on SEND register, unless there is an external agency plan or EHCP (Educational Health Care Plan) in place, in which the targets presented on these would take priority.

The plan records specific and challenging outcomes or targets for the child to achieve in a term. Personalised provision is recorded on this plan and may be in small group work and/or support to access a differentiated curriculum. The day-to-day

implementation of this plan is the responsibility of the class teacher who will work closely with support staff to record progress towards targets and outcomes during the term. Longer-term targets will be broken down into smaller steps. The Assess, Plan, Do, Review plan is reviewed at least three times a year and parents and pupils will be invited to be part of this process. There is also an opportunity to discuss your child's Assess, Plan, Do, Review Plan at parents' evenings.

Teachers are responsible for outlining, monitoring and assessing the interventions in place within their classes. The SENDCo meets with class teachers to discuss these, as well as Assess, Plan, Do, Review plans in place in each class.

If an outside agency, e.g. educational psychology, speech and language therapy, is involved with a pupil, the SENDCo will always involve parents in the process. The SENDCo will support parents to understand any report and attend meetings, if requested by parents, to help them understand any jargon or new terminology.

The SENDCo will ensure reports or assessments are copied to parents and teachers. Advice and suggestions from outside agencies will be incorporated as outcomes or targets on the pupil's Assess, Plan, Do, Review Plan or, where applicable, followed from the agency's plan. The school's record keeping system (Bromcom) is used for maintaining all SEND records and parents may request copies of information / reports.

#### **Moving to EHCP (Education, Health and Care Plan):**

If children fail to make progress over time, in spite of high quality, targeted support, as a school we may apply for the child to be assessed for an EHC plan. **The WSCC threshold will need to be taken into account for this to occur.**

### **6. Arrangements for supporting children and young people in moving between phases of education**

Smooth transitions are vital to children succeeding in a new class, phases or school. We acknowledge that children and parents sometimes find transition into a new school or a new class quite challenging and this can be particularly challenging for parents of pupils with SEN or disability. At Barns Green we ensure that provision is continuous and predictable changes are accounted for.

Barns Green aims to provide support which may include;

#### **1. Admission to Foundation Stage (Starting Reception)**

- Liaison with pre-school settings to share information.
- Transition meetings where appropriate.
- Home visits

#### **2. Transition within school (new classes/between phases):**

- Planning learning that builds on from the previous year. There are no sudden changes.
- Additional visits to new classroom.
- Transition booklet with photographs of new class / key people (if required).
- One Page Profile meeting or an alternative form of meeting with new teacher, to get to know each other.

#### **3. Prior to entry to a new school (e.g. transfer to secondary)**

- A programme of additional visits to secondary school for vulnerable pupils.

- Support groups with Learning Mentors.
- Booklets to support transition.
- A meeting for new parents at the new school (this is usually arranged via the new setting, however certain members of staff from existing school, may be available to attend).
- Meetings with next school's SENDCO / class teacher and parent as required.
- SENDCO and class teachers visiting pre-school / school settings, with pupils or to have meetings with staff at new / existing school
- SENDCO liaising with outside agencies, to ensure support available
- Additional visits to school as required for parents and pupil.
- Annual Review Meetings (existing EHCPs) for Year 6 pupils are held in the Spring or Summer Term of Y5. Secondary school staff are invited to attend.

We will share information with the school, or the other setting the pupil is moving to, as and when requested by the new setting.

## 7. Approach to teaching children with SEND

We believe that all children learn best when they are included with the rest of their class. Our aim is for all children to be working independently in class, reaching their full potential. All children, including those with children with SEND, are taught by their teacher as well as being supported by support staff where necessary.

Teachers aim to spend time each day working with children, creating resources or providing a method of differentiation, to support all children with SEND.

When allocating additional teaching assistant support to children, the focus is on outcomes. We aim to allocate sufficient adult assistance to enable each child to reach challenging targets without developing a learned dependence on adult support.

Targets for children with SEND are set to be ambitious in an attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps and are therefore used as a strategy in class as much as possible. The intervention is monitored by the class teacher and pupils' progress towards set objectives is kept under review. The SENDCo, working alongside the class teacher, monitors overall progress following completion of the intervention.

The school has a range of interventions. When considering an intervention, we look at the child's learning need to match the intervention to the child. Interventions are planned in blocks of up to twelve weeks. Progress made in these interventions is recorded and assessed and a decision is made as to whether to continue, change or cease the intervention.

Interventions form part of the Assess, Plan, Do, Review plan. An intervention will not necessarily be 1:1 time with an adult but may take the form of ICT programs or group work.

A snapshot of some interventions used in school during 2023-24 include;

Teach Your Monster to Read  
 Nesy Reading and Spelling  
 RWI Phonic Booster  
 Fresh Start (RWI intervention for KS2 Children)  
 Project X (Oxford Owl reading intervention)  
 Maths / Numicon booster 1:1 or small groups  
 Jump Ahead (fine and gross motor skills, listening and attention)  
 Write from the Start (Fine Motor skills development, using creative strategies and physical resources)  
 Narrative Therapy

Barrier games (SALT)  
Memory Magic (Working Memory intervention)  
All About Me (Learning Mentor)  
Transition visits (Learning Mentor)  
Lego Therapy (Learning Mentor)  
Time to Talk (Social skills)  
Drawing & Talking (Learning Mentor)  
Anxiety Gremlin (Learning Mentor)  
Play Therapy

## **8. How adaptations are made to the curriculum and learning environment**

All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of general class differentiation, curriculum content and ideas are made more accessible. This accessibility has been made possible by skilled support, effective use of scaffolding as well as provision of visual, auditory, tactile and concrete resources.

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 a chill out area and sitting height magnetic white board. We aim to teach in a way that will support children with tendencies towards conditions such 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. All children have access to shared number of iPads within school and we aim to regularly update them with the latest support apps.

Other adaptations to the physical environment are made, as appropriate, for children with other sensory disabilities, or children with sensory needs.

## **9. The expertise and training of staff to support children with SEND; and how specialist expertise is secured**

All our teachers are trained in school to work with children with SEND. Some have more experience than others in this area. All teachers have access to advice, information, resources and training to enable them to teach all children effectively. We incorporate SEND training into our whole school staff training programme. This may include training from outside agencies, such as the speech and language therapy service, as well as training from within school resources and self-help opportunities. Teaching assistants also have access to 'in-house' training as well as opportunities to attend training provided by external agencies.

The SENDCo offers training and advice in school as well as sharing resources and disseminating information relating to SEND issues. Staff meetings may include time for teachers, the Headteacher and SENDCo to discuss issues arising from SEND.

The school is able to access expert advice and support from the Local Authority (e.g. an Educational Psychologist, as one example). The school can access support and advice from the Speech Therapy Service and School Nurses for medical advice and expertise. We can also opt to buy-in additional training and/or advice from a variety of independent sources.

We are members of the Weald Alliance – a SEND hub which is made up of local primary and secondary schools – this allows us to share the latest expertise, resources and training that otherwise as a small school we might not have access to.

## **10. Evaluating the effectiveness of the provision made for children with SEN**

The class teacher reviews all children's progress every half term. The senior management team monitors the overall effectiveness of provision and the impact on the children's learning in the classroom. A change of or additional provision is adapted in the light of this review process. The SENDCo reports to Governors includes information on any updates to SEN provision in school, including any nationwide or County updates. The Assess, Do, Review plans ensure that specific interventions are regularly monitored to ensure they are providing support for the child's specific needs. Intervention timetables and staff notes made during sessions are reviewed termly by SENDCo, including use of iPads or alternative methods where recording progress on paper might be more difficult.

## **11. How children with SEND are enabled to engage in activities available to children in the school who do not have SEND**

All our children have equal access to lunchtime clubs, after-school clubs and support activities which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptations to meet the physical and learning needs of our children. Class educational visits and residential visits are part of our curriculum and we aim for all children to be included in all of them. No child is excluded from an educational visit and residential visit because of SEND or medical needs.

## **12. Support for improving emotional and social development**

Values are taught through assemblies, circle times and the PSHCE curriculum. The school has a Learning Mentor, Mrs. Jo Sands, who provides excellent support, developing trusting relationships with specific children. If the child is felt to have long term emotional or mental health needs – for example with anxiety or anger management – the school offers a range of interventions to develop social skills or emotional resilience.

The school council provides a way for pupils' voices to be heard. All children are able to be a school council representative, whether they have SEND or not. All members of staff including our head teacher, class teachers, learning support assistants and the SENDCo are always available for pupils who wish to discuss issues and concerns. Pupils are encouraged to think about who they would go to if they have worries and know that this does not have to be their class teacher.

The school has a zero-tolerance approach to bullying, especially towards children with SEND. We will actively investigate all allegations and, if there is cause, work with parents, the alleged bully and the victim to improve social skills and resolve any bullying. All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs. A behaviour difficulty is not classified as a SEND. If a child shows consistent, unwanted behaviours, the class teacher will assess the child's needs. This will involve working with the family to explore any circumstances, or history of experiences, which may impact on a child's behaviour. If the child's behaviour is felt to be a response to trauma or to home-based experiences, we will work with the family to explore options for support. This may involve working with the family and other outside agencies such as social care or medical professionals.

If parents and school are concerned that the child may have mental health needs, the school would 'signpost' parents to their GP or the School Nurse for a possible referral to an outside agency such as CAMHS.

### **13. How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting the needs of children with SEN and supporting their families**

Our school has excellent relationships with outside agencies and, through our locality hub, we can access the latest support. A snapshot of some of the agencies we worked or communicated with in 2022-23;

Integrated Prevention and Earliest Help Service (IPEH ) –Often referred to as Early Help

Child Development Centre

Educational Psychology Service

Speech and Language Therapy - SALT

Child and Adolescent Mental Health Services- CAMHS

West Sussex Autism and Social Communication team

West Sussex Learning and Behaviour Advisory Team

Reaching Families/Umbrellas family support group Billingshurst

Special Educational Needs and Disability Information, Advice and Support Service – SENDIAS

Special Educational Needs Assessment Team - SENAT

School Nursing Team

Child Development Centre (CDC)

Community Mental Health Liaison Service

**\*\* Due to the impact and subsequent changes to certain systems and operations, which have occurred, due to the COVID-19, some Outside Agency Teams are still meeting virtually via telephone or video calls. Families will be informed if this is the case for any meeting that they might have with these agencies, however, it will most likely impact School Staff and their meetings with outside agencies. \*\***

### **14. Arrangements for handling complaints from parents of children with SEND about the provision made by the school**

The school aims to work in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard following the school's complaints policy and procedure. A copy of this is available on our website or from the school office.

### **15. Governors:**

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of the children with SEND following the Code of Practice 2014.

Note: The 2024-2025 Governor with particular responsibility for SEND is Sue Whittle. She will meet with the SENDCo to discuss actions and in-school provision relating to SEND.

## **16. West Sussex Local Authority Local Offer:**

The purpose of the Local Offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25 across education, health and social care. This Local Offer can be found through our website or via the following link: <https://westsussex.local-offer.org/>

## **17. Equal Opportunities:**

The school is committed to providing equal opportunities for all in all aspects of school, regardless of race, faith, gender or capability. We promote self and mutual respect and a caring non-judgmental attitude throughout the school.

## **18. Review Framework:**

This document will be reviewed annually (or sooner in the event of revised legislation or guidance)

Date: September 2024

Review date: September 2025

### Glossary

SEND	Special Educational Needs and Disabilities
SENDCo	Special Educational Needs and Disabilities Coordinator
SENS	Special Educational Needs Support (this used to be called the SEN register)