



Our moral obligation is to help our children become successful learners, confident individuals and responsible citizens, and we believe that this SEN Information Report will help us achieve this goal.

## **SEN Information Report**

This SEN Information Report (Schedule 1 Regulation 51) contains the information required by the Children and Families Act (2014). It incorporates the statutory guidance from the Code of Practice (2014) and the West Sussex Local Offer questions from parents which are highlighted in red.

Barnham Primary School is a mainstream setting, with a Special Support Centre for children with physical disabilities and speech and language needs, catering for children aged between 4 and 11. We are committed to working in partnership with parents, carers and children to ensure that all children can be the best that they can be, becoming confident individuals and making a successful transition to the next phase of their education and into adulthood.

In order to fulfil this vision, we are committed to:

- ensuring that all pupils have access to a broad and balanced curriculum.
- providing a differentiated curriculum appropriate to the individual's needs and abilities.
- ensuring the identification of all pupils requiring SEND provision as early as possible in their school career.
- ensuring that SEND pupils take as full a part as possible in all school activities.
- ensuring that parents of all pupils are involved in the co-production of planning and target setting using an Assess, Plan, Do, Review approach.
- ensuring that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision.

At Barnham Primary School we recognise the entitlement of all pupils to a balanced, broadly based curriculum. Our SEN Information Report reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEN.

Barnham Primary School welcomes all children as full members of the school and values them for the contribution they make. All pupils actively belong to, are welcomed by, and participate in the school and community. Their diversity of interests, abilities and attainment are welcomed and are seen to enrich the life of the school.





## Identification, Assessment and Monitoring of Pupils with SEND:

### Definition of Special Educational Needs:

Children have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them.

Children have a *learning difficulty* if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for the children of the age in schools within the area of the local education authority;
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Children must not be regarded as having learning difficulty solely because the language or form of language of their home is different from the language in which they are taught.

*Special educational provision means:*

for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools in the area.

Barnham Primary School will have due regard for the Code of Practice (2014) when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEN provision is being made for their child.

The decision to place a child on the SEND register takes place within an Assess, Plan, Do, Review cycle. We assess the child's needs using the assessments stated below, plan and conduct the necessary support and then review its effectiveness with parents and the child each term. Effectiveness is measured based upon progress towards short and long term targets. This then forms the basis of discussions involving the Inclusion Coordinator and other Senior Leadership Team members who review the provision map. The Governing Body are responsible for ensuring high quality provision is in place which meets the Children and Family Act (2014) and the Equality Act (2010).

Specific assessments and tracking processes include:

- Teacher Assessment of reading, writing and maths using Classroom Monitor's progression statements.
- Standardised tests including Salford Reading, Hodder's Parallel Spelling Tests, Hodder's Group Reading Tests, Neale Reading, Phonological Assessment Battery II, Boxall Profile, SENT Maths, NFER Non-Verbal Reasoning, Ravens CPM and CVS, Well Comm, SALT Progression Toolkit, Lucid Rapid, COPPs and LaSS, British Picture Vocabulary Scales.

We are currently supporting children with: Global Learning Difficulties, Specific Learning Difficulties including dyslexia, dyspraxia and dyscalculia, Physical Disabilities, Sensory Impairments, Social, Emotional and Mental Health Difficulties, Social Communication Difficulties including ASC and ADHD and Speech and Language Difficulties.





### **How does the school know if children/young people need extra help and what should I do if I think my child or young person may have special educational needs?**

Class teachers monitor the progress and attainment of children and track this each term. Any child not making the expected progress is discussed with the school's Inclusion Coordinator and members of the Senior Leadership Team at a Pupil Progress meeting, to establish whether class teaching can be adapted or if specific interventions are required.

If a child presents with needs that are not specifically academic, for example behavioural, emotional or physical difficulties, the class teacher will discuss the child with the Inclusion Coordinator to decide whether a referral is needed to outside agencies such as Occupational Therapy or to one of the school's pastoral team.

If a parent believes that their child is in need of specific support, they can speak to the child's class teacher before or after school and/or request a meeting with the school's Inclusion Coordinator.

### **How will both you and I know how my child/ young person is doing and how will you help me to support my child/young person's learning?**

The progress of all children is tracked each term through teacher assessment. Teachers make their judgements based on the learning they see and hear in the classroom, performance in assessments and evidence found in children's books and observations made by staff.

Interventions are monitored and progress tracked based on the objectives that are set regularly.

All parents and children are invited to parent and carer meetings twice per year and receive a report which details the child's attitudes to learning, level of attainment and current areas of focus. If your child has special educational needs (SEN), they will be placed on the SEND register and will have an Individual Learning Plan (ILP) which details the child's current targets, activities which will help them to achieve them, additional provision and long term aspirations. Parents and children are invited to meet with the Inclusion coordinator, SEN teacher and/or class teacher each term to review and co-produce the ILP and the school operates an "open-door" policy where parents are actively encouraged to speak with staff on a regular basis.

Home/school communication books are used to aid communication where parent carers feel that this would be useful, particularly for those children who come to school by taxi, and many parents like to communicate regularly by e-mail.

We run parent workshops on a variety of topics. Parents are invited to request workshops through a consultation process which takes place during the Autumn term. These have included how to support your child with maths and child development.





## SEND Provision:

### **How will school staff support my child/ young person?**

All children experience high quality, differentiated teaching and learning in the classroom. Individual, tailored support will depend on the need of the individual child. Support may include:

- Teaching Assistant or Special Support Assistant support in the classroom
- Intervention groups run by an SEN teacher or Teaching Assistant
- 1:1 interventions run by an SEN teacher, Teaching Assistant or Special Support Assistant

Currently interventions include a focus on reading, sentence structure, narrative, language development, number, time, speech and language therapy, precision teaching, fine and gross motor skills, touch-typing, physiotherapy, occupational therapy and play therapy.

Interventions are reviewed and adapted each term based upon the needs of the children. The Inclusion Coordinator oversees the programmes, working with a team of teachers and support staff. The Inclusion Coordinator, SEN Teacher and/or the class teacher will discuss the programmes with the parent/carer each term.

Children who require support from outside agencies or who have a range of specific needs will be placed on the SEND register and will have an Individual Learning Plan (ILP) written by the Inclusion Coordinator in co-production with the staff members who work with the child, the parents and the child themselves. This document will provide a written record of the discussions, targets and aspirations discussed at the review meeting.

### **How will the curriculum be matched to my child/young person's needs?**

All children follow the Barnham Primary School "Rainbow Curriculum", our own curriculum which is based upon a combination of the new National Curriculum and other curriculums which focus on our aims: "Confident Individuals - Successful Learners - Responsible Citizens." All class teachers are responsible for high quality teaching in their classes for all children, including those with identified SEND. Activities and resources are differentiated to the needs of the child to ensure they can access age appropriate materials. This may include access to IT equipment, pre-teaching of core topic vocabulary, the use of writing frames and task planners and other adaptations to the learning environment such as tactile objects in place of pictures.

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19 February 2018





### **How is the decision made about what type and how much support my child/young person will receive?**

Discussions between the child, class teacher, Inclusion Coordinator, SEN Teacher, parents and Senior Leadership Team, as well as outside agencies if appropriate, focus discussions on the specific needs of the child. Interventions or adaptations are put into place and then closely monitored for impact. Progress is monitored each term and children on the SEND register have their ILP reviewed at a review meeting. The level of support is adapted based upon the progress being made.

If the specific criteria for access arrangements on public exams, such as National Curriculum Tests, is met, these arrangements are put into place. This may include the use of a reader, a scribe, additional time, access to IT equipment or modified tests.

### **How are the school's resources allocated and matched to children's/young people's special educational needs?**

Guidance on resources is taken from the child's Statement of SEN or Education Health Care Plan and from outside agencies where appropriate. Recommended resources are purchased (if offering good value for money) or loaned from a school in the locality or the SEN Hub (Novio) if available. The budget is allocated on a hierarchy of need and fulfils the Statutory requirements of the Statement or Education Health Care Plan as a minimum.

Pupils receiving support without a Statement of SEN or Education Health Care Plan are supported with resources allocated from the main school budget.

### **What specialist services and expertise are available for access by this school?**

The school has a Special Support Centre (SSC) called The Orchard which is specifically for children with Physical Disabilities and/or children with Speech, Language and Communication Needs. The support centre caters for a maximum of 12 children who have a Statement of SEN or an Education Health Care Plan. Staff from the SSC are experienced in working with children with a variety of Physical Difficulties, Speech, Language and Communication Needs and associated learning needs.

We work with NHS services including the School Nursing Team, Physiotherapy, Occupational therapy and Speech and Language therapy for children who have specific needs which require a referral to these services. We also work with the West Sussex Learning and Behaviour Advisory Team and Autism and Social Communication Team, Educational Psychology Service, Sensory Support team, Family Support Network and Social Care where there is a need to seek further guidance on a child's learning or well-being. The school is also part of NOVIO, the SEN Hub for our area. Through NOVIO we are able to draw on a variety of expertise and experience from other schools for specific learning needs.



### Holistic Approach:

#### **How will my child be included in activities outside the school classroom including school trips?**

All children have the opportunity to access all activities regardless of SEND status, unless deemed inappropriate by a medical professional. Adapted resources or transport can be organised by the school and additional adult support is implemented where necessary. This would be discussed with the parent/carer and a risk assessment produced based upon this.

#### **What support will there be for my child's overall well-being?**

All children take part in a structured pastoral and nurture programme, which includes assemblies, PSHCE lessons and school councils where all children are encouraged and supported to discuss issues related to well-being. The school supports those children who have difficulties with self-esteem or who have barriers to learning caused by emotional issues through work with an SEN Teacher or Teaching Assistant. The school also works with a number of Family Support and Outreach Workers, via the Children and Family Centres, who can support families experiencing a variety of difficulties, the school nursing team and a Play Therapist who works with individual children experiencing more significant emotional difficulties. Outside agency support is sought from a range of professionals to seek advice, support for children and/or families, prevent exclusions and increase attendance.

#### **How accessible is the school environment (indoors and outdoors)?**

Our school is wheelchair accessible throughout. Toilets are close to classrooms, particularly in Foundation Stage and Key Stage 1. There is a hygiene/wet room and physiotherapy facilities for those children who may require it, particularly those children who are part of the Special Support Centre (SSC) known as The Orchard. We have a specified parking area for pick up and drop off times.

Specialist seating and equipment for children with physical needs are provided based on advice from the Occupational Therapist, Physiotherapist or Manual & Handling advisor in response to the individual child's needs.

*Please see Accessibility Policy.*



Transition:**How will the school prepare and support my child/ young person to join the school and to transfer to a new setting or the next stage of education in life?**

Transition meetings are held prior to the child starting if special educational needs have already been identified. We would hope to visit the child in their current setting and meet with any therapists and educational professionals working with the child. The child would be invited to the school to take part in a transfer day or transition time, if transferring at the beginning of a new school year, or for a visit if transferring at a different time.

A programme of work is run in Year 6 to prepare all the children for transition to a new school. Teaching Assistants also run individual support work for those who need it. The school invites the new school to come to the child's Annual Review if the child has a Statement of SEN or an Education Health Care Plan. All paperwork is passed to the new school and a transition meeting takes place if requested by the receiving school and/or parents.

Teaching Assistants also run transition workshops for children in Years 2 and 4 who require support when moving up to the next year group.

Staff:**What training are the staff supporting children and young people with SEND had or are having?**

Training for all staff is an on-going process. Currently staff have accessed universal Speech and Language Therapy training and have had in-house training on dyslexia, touch-typing, autism, visual impairment and children's mental health. Individuals have training in specific areas of Speech and Language including Makaton, Downs Syndrome and ASD. Some staff members also have Master's Degrees and NVQs. SSAs (Special Support Assistants) undergo weekly training with NHS services in order to implement child specific programmes such as physiotherapy programmes.

The Inclusion Coordinator and SEN Teacher attend the NASEN Conference annually and are involved in WSCC pilot project "Index for Inclusion" to further develop whole school inclusion. We are also able to access training and share expertise and resources through the NOVIO SEN Hub and through our locality schools which include Aldingbourne, Eastergate, Ormiston Six Villages Academy, Slindon, St Philip Howard, Walberton & Binstead, and Yapton.

The school currently holds the Dyslexia Aware Bronze Award and Autism Aware Award.



### Who can I contact for further information?

The class teacher should always be the person you speak with first and they will then direct you to other people as necessary. The Inclusion Coordinator can also be contacted at any time and joint meetings held between the class teacher, Inclusion Coordinator and parent/carer are common. The Head teacher, Deputy Head and Heads of Years are always happy to speak with parents and appointments can be made via the office.

If considering your child for a place at the school, the Head teacher should be contacted to arrange a visit.

School Telephone Number: 01243 552197  
Head Teacher: Mr James Everett –  
[head@barnhamprimaryschool.co.uk](mailto:head@barnhamprimaryschool.co.uk)  
Inclusion Coordinator: Mrs Katie Scott –  
[kscott@barnhamprimaryschool.co.uk](mailto:kscott@barnhamprimaryschool.co.uk)

### Parents/Carers:

Information about services is available through the West Sussex Local Offer website  
<https://westsussex.local-offer.org/>

Further information can be sought from:  
West Sussex SEND Information, Advice and Support Service (formally Parent Partnership)  
<https://westsussex.local-offer.org/services/7>

West Sussex Parent/Carer Forum  
[www.wspcf.co.uk](http://www.wspcf.co.uk)

Information about organisations offering support and services is emailed to parents or provided in written form as and when it is made available to school.







### **How are Parents/Carers involved in the school? How can I be involved?**

The school operates an “open door” policy and encourages parents to have regular contact with the class teacher, teaching assistants and Senior Leadership Team, including the Inclusion Coordinator.

We have an active parent organisation called Many Hands who arrange fun and exciting fundraising events and are always keen to welcome new parents to the team.

Parent workshops are held as well as consultations on school policies. Consultations are held at our 6 weeks in meeting and when appropriate throughout the year, where parents have the opportunity to express their views more formally on issues such as homework and future parent workshops.

We invite parents to volunteer in school by hearing children read and through working parties to develop and maintain the site, such as painting fences or planting our “woodland walk.” Parents/carers of children on the SEND Register are invited in for a meeting each term to review the ILP and co-produce future targets.

#### Complaints:

If any parent/carers wishes to register a complaint regarding provision for their child they should express their concerns to the class teacher, Inclusion Coordinator or Head Teacher. Their concerns will be fully investigated. Procedures for formal complaints are outlined in the school’s Complaints Procedures Policy.

