

Barncroft Primary School

SEN Information Report

January 2016

'Believe Achieve Succeed'

Barncroft Primary School is a mainstream primary school for children between the ages of 4 – 11. We believe in equality and recognise that learning within a diverse community prepares our children for their place in the wider world. All children, regardless of their needs, are welcome in our inclusive and welcoming school.

Inclusion Leader/SENCo – Mrs Helen WEARN

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How are children with SEND identified?

We have a large Inclusion Team which is led by our Inclusion Leader/SENCo. It is her job to ensure that all the needs of children with Special Educational Needs throughout the school are being met and to ensure the children make progress. She is supported with this by:

- 3 SEN teachers who work with individual children and small groups
- 1 Higher Level Teaching Assistant (HLTA) who supports children with Speech and Language difficulties
- 1 HLTA who supports children with their emotional needs
- A Home School Link Worker who supports our parents with issues relating to their children
- 2 Nurture Group Learning Support Assistants who run our very successful Nurture and Learning to Learn Groups
- 1 Behaviour Mentor who supports children with their social and emotional needs.

Children can be identified as having Special Educational Needs at various points in their school careers. The process starts before they join us in Year R when the Inclusion Leader and Early Years Leader will liaise closely with pre-schools to identify any children who may need extra support when they start school. This will be followed up with a visit to the pre-school or nursery to meet with the child, parents or carers and pre-school staff.

Once children are at our school they are constantly monitored and assessed to ensure they are making steady progress in all areas of the curriculum, with their social and emotional development and speech language and communication. If a member of staff becomes concerned about a child's progress then they are referred immediately to the Inclusion Team who will then discuss the child's additional needs at one of their regular meetings and put together a support package.

As part of the support plan it may be necessary for us to carry out some further tests on your child to find out if there are any issues that are preventing them from making progress.

In Year R children are screened using the Dyslexia Early Screening Test (DEST) and The Sandwell Numeracy Assessment. The results of these tests will allow us to put support for literacy or numeracy in from the beginning of Year 1.

At other points during their time at our school, children may be tested for Literacy difficulties using Dyslexia Screening Test (DST), British Picture Vocabulary Scale (BPVS), Primary Inventory of Phonological Awareness (PIPA), Neale Analysis of Reading Ability (NARA), British Ability Scale (BAS).

Difficulties with number are assessed using the Sandwell Early Numeracy Test.

We also use a range of non-verbal reasoning assessments if appropriate.

Social and Emotional Difficulties will be assessed using the Boxall Profile and various social communication tools supplied by the Educational Psychologist or Speech and Language Therapist.

These tests will help us to decide what further support your child will need to help them to make progress.

If we need any more help in deciding the best way to support your child we will ask the Educational Psychologist, Speech and Language Therapist, Primary Behaviour Support Team, Physiotherapist and Occupational Therapists to come into school. You will always be told that this is going to happen and parents are invited to come along to these meetings.



How will I know that my child is making progress?

If your child has a Statement of Special Educational Needs or an Education and Health Care Plan (EHC) there will be regular meetings that involve school staff, professionals involved and parents/carers. These meetings will review targets that have been set for the child and propose new targets as well as involving parents/carers in any decisions that are being made about future plans for your child. The targets set are then broken down into smaller more manageable steps by classroom staff who will then closely monitor progress through these targets within the classroom.

If your child is working on a literacy or numeracy intervention programme supported by one of our well qualified Learning Support Assistants their progress will be monitored through the use of assessment tests that are carried out both before the programme starts and when it is complete. These are usually measured in reading, spelling or numeracy ages and progress will be shown in an increase in age in months. Intervention programmes are carried out on a 6 – 8 week cycle which ensure we keep a close check on the progress the children are making and the impact of the intervention programme.

The progress of children with SEND is also monitored through the normal monitoring systems that are in place in the school. Each term all children's improvement is assessed formally and data is presented to the Senior Leadership Team for monitoring. As part of this process all class teachers have Pupil Progress meetings with the Head Teacher, Deputy and Inclusion Leader where the progress of children is discussed and is another way concerns about a child can be raised.

We will let you know how well your child is doing and how you can help them at home by –

- Inviting you to Assertive Mentoring and other meetings at school.
- Sharing your child's targets with you
- Having a Home-School link book when appropriate
- Being available to speak to you about any concerns you may have the same day whenever possible

How will the staff support my child?

At Barncroft Primary School we know that all teachers are teachers of Special Educational Needs and all our staff are highly trained in meeting a wide variety of needs within the classroom through High Quality Inclusive Teaching. We use funding including Pupil Premium to support children with additional needs through extra adults both in and out of the classroom or specific resources - large print reading books, left handed pencils, additional ICT etc.

All classroom activities are differentiated to ensure the children's individual needs are met. Sometimes this is in groups and sometimes activities are personalised. We use ICT to enable children with SEND to be independent learners. PE and Games lessons are adapted to allow all children to participate.

Staff are allocated to children on a needs led basis. Some children with Statements of Special Educational Needs or Education and Health Care Plans will have a Special Needs Assistant allocated to work with them on a full time 1-1 basis, others have part-time 1-1 support. The work these children carry out is carefully planned by the teacher with support from the Inclusion Team. Other children will have access to a Special Needs Assistant for specialised learning support 3x per week for 20 minutes per session. Support is monitored regularly and our aim is always for children to become independent learners whenever possible.

Provision is made for children with SEND during the end of Key Stage 2 SATS tests. When appropriate they are provided with a scribe, additional time, rest breaks or a reader. Children can also work in small groups with a supporting adult.

How will my child's emotional needs be met?

We run 2 highly successful Nurture groups. Our Learning to Learn group runs every morning for children in Key Stage 2 who need extra support both with their learning and their behaviour and emotional well-being. In the afternoons we run a more traditional Nurture Group for children in KS1 who are nominated by their class teacher and whose progress is monitored through the use of Boxall Profiles. The three adults who run the group are qualified and very experienced in supporting children with their emotional needs .

We also have two Emotional Literacy Support Assistants (ELSA's) who will carry out programmes of work according to a child's need – bereavement and loss is a common theme. They will also support your child through a crisis and provide ongoing support.

The school's behaviour mentor provides individual and group support for children with more challenging behaviour. They will plan individualised rewards packages to support changes in behaviour and also provide emotional support. They runs successful Circle of Friends groups which support children with friendship issues particularly on the playground.

Your child will be expected to follow the school behaviour policy including all rewards and sanctions. We do take into account a child's SEND when managing their behaviour however violence towards an adult will result in a fixed term exclusion.

All children are expected to take a full and active part in the life of Barncroft Primary School from being part of the school council to attending residential trips and after school clubs.

...and medical needs?

We liaise closely with the School Nursing Service for children with complex health needs. They will provide us with care plans for specific conditions such as epilepsy which our Medical Officer will oversee. The Medical Officer also manages the distribution of prescribed medications which must be always brought to the school office.

If your child requires regular personal care a plan is written by the Inclusion Team in consultation with other involved professionals and distributed to everyone who may come into contact with them. Parents are always kept informed about any personal care issues.

2 members of staff are always with a child when personal care is taking place.

How well trained are the staff in SEND?

The Inclusion Leader, Mrs Helen Wearn, has been working in the area of Special Needs for many years and is a very experienced SENCo.

The staff at Barncroft Primary School are experienced and trained in the management of a wide variety of SEND:

- Dyslexia and Literacy difficulties
- Dyscalculia
- Autism
- Social Communication
- Dyspraxia
- ADHD
- Speech, Language and Communication
- Physical difficulties
- Behaviour Management
- Counselling and Emotional Literacy

Staff have attended training run by Hampshire County Council, Educational Psychology, Speech and Language Therapy and Primary Behaviour Support.

All Special Needs Assistants have been trained in areas of specialism so that we can provide a wide range of 1-1 and small group support for our children .

We use many outside agencies to support us with children who have additional needs. The school can access –

- Educational Psychology
- Speech and Language Therapy
- Physiotherapy
- Occupational Therapy
- Child and Adolescent Mental Health Service
- School Nursing Service
- Primary Behaviour Support Team
- Family Support
- Children's Services
- Outreach from local Special Needs Schools

We usually ask for advice about a particular child after we have tried all the knowledge and techniques the school staff have to offer and always in consultation with parents /carers.

If a child has a particular programme from an outside specialist eg Speech and Language Therapy or Physiotherapy the programme is carried out in school by one of our specialist Higher Level Teaching Assistants or Special Needs Assistants who will also receive ongoing training by the visiting professional to meet that individual child's needs.

Is your site fully wheelchair friendly?

As a new building Barncroft Primary School is a completely accessible site. All the entrances from the classrooms on the outside areas are flat or ramped and children can move around the outside of the school with ease. The outside play equipment is available for all children to use with adult supervision.

The inside of the building is also fully accessible with only one small set of steps which are served by a lift. There are two disabled toilets – one with a rise and fall changing table and accessible shower and toilet all served by a ceiling hoist. The swimming pool also has a hoist to enable children to get in and out of the water and a disabled access changing room and shower.

Several key areas within the school are served by induction hearing loops.

We have reserved disabled parking bays in the car park which parents with blue badges can use when bringing their children to and from school.

Children with particular physical needs may have extra equipment to support them during their time at school. This equipment is provided and serviced by the Physiotherapist and /or Occupational Therapists and remains on loan for the time the child needs it. Special Needs Assistants are trained to use this equipment by the therapists attached to a child.

Parents/carers are always invited to attend therapy review meetings held in school and their input about how their child is at home is valuable to the success of intervention programmes.

How do I get involved?

We see the education of your child as a partnership between school and home and therefore encourage parents/carers to become fully involved in the education process.

Before your child starts with us in Year R, members of the Early Years team will speak to the pre-schools to find out about how they have got on and if they have any additional needs. They will also, wherever possible, visit the children in their setting and speak to staff directly. This ensures a smooth handover of programmes that are already in place or strategies that work. As part of this process you will also be visited at home by your child's new teacher and teaching assistant so you can share all the information you have about your child.

Once your child has started with us you will be invited to attend an Assertive Mentoring Parents Meeting each term. You will receive a written update as part of these meetings. .

Further plans for children with additional needs are frequently written by key members of staff – these may be to meet their educational needs in the form of Personal Plans or Individual Behaviour Management Plans (IBMP's) which outline ways to manage behaviour. Children may also have Personal Care Plans or Personal Evacuation Plans to ensure their safety in school. All these plans will be shared with parents/carers on a regular basis.

If your child has a Statement of Special Educational Needs or an Education Health and Care Plan there will be regular meetings for all professionals involved to which parents/carers play an important part.

Staff are always happy to share successes or concerns with parents on an informal basis and usually this will happen on the same day. If this is not possible an appointment will be offered at the first opportunity.

It is very important to us that the children also feel that they can contribute to the support they receive in school. We encourage the children to give their views for Annual Reviews, Inclusion Partnership Agreements and PEP meetings and whenever possible the child will come along to at least part of the meeting.

All the children are involved in target setting and identifying the next steps in their learning within the classroom with the support of classroom staff. They are able to explain these next steps and how it will improve their learning in both literacy and numeracy.

At Barncroft School all children have access to a Learning Mentor, this is usually the Teaching Assistant attached to the class. As part of this role the adult will spend time with children allowing them to share any concerns they may have with what is going on in the classroom with their learning or any problems with friendships etc.

What do I do if there is a problem?

If a parent/carer has any concerns about issues to do with Special Educational Needs they should in the first instance speak to their child's class teacher and then the Special Educational Needs Co-coordinator who will be able to allay any concerns and address issues that children may be having.

If parents/ carers feel that the issues have not been addressed to their satisfaction they should then contact the Head or deputy to arrange a meeting. If after a period of time there are still concerns then parents should contact the Chair of Governors. These procedures are clearly laid out in the school prospectus which is on our website.

What happens when it is time to move on?



We liaise closely with all the local schools and transition to a new school is planned carefully. As soon as we find out which school your child will be moving to phone contact is made and if necessary a transition meeting is held. Parents/carers are invited to these meetings along with any other professionals involved with your child to meet the representative of the new school. This may be formalised as an Inclusion Partnership Agreement (IPA) or as a professionals meeting.

Visits to the new school are planned in conjunction with parents/carers. We may also write a Social Story and/or a Passport for the child to help them remember the names of new staff and the layout of the school and to allow them to share any information that will help the new staff understand their individual needs.

The transition support is all provided by the Inclusion Team and supervised by the Inclusion Leader.

Where can I find more information about services to help my child?

<http://www3.hants.gov.uk/parents-sen/send-localoffer.htm>