

St Barnabas' CE Primary School SEN Information Report 20182021

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This report sets out information about the ways in which St Barnabas CE Primary School meets the provision for children with special educational needs (SEN).

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About our school

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St Barnabas provides for children with a wide range of special educational needs, including those with:

- **Communication and Interaction needs:** This includes children who have speech, language and communication difficulties, including those on the autistic continuum (neurodiverse)

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- **Cognition and Learning needs:**

This includes children who have learning difficulties and specific learning difficulties such as dyslexia, dyspraxia and dyscalculia

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- **Social, Emotional and Mental Health needs:**

This includes children who may have behaviour difficulties relating to emotional conditions such as anxiety or depression

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- **Sensory and /or Physical needs:** This includes children who have visual or hearing needs, or a physical disability that affects their learning, or their ability to access the curriculum and physical amenities of the school

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As a school with a strong Christian ethos, we acknowledge and celebrate the fact that each child is unique and is a valued part of our school community.

About our SENCo

Our special educational needs co-ordinator (SENCo) is Mrs Mary Whitlock. She is a qualified teacher with over forty years' experience, ten of them as a Headteacher and experience as a SENCo in a number of schools. She works closely with the Headteacher and staff to oversee the provision and monitoring of children's learning and progress throughout the school and to support the families of those children with special educational needs. The SENCo is in school on one day a week and can be contacted through the school office.

Tel: 01865 557178

Our governor with responsibility for SEN is: [Megan Bunce](#), ~~Keith Spiller~~

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Our SEN Policy can be found on the school website, or is available from the school office.

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Our Equality Scheme and Accessibility Plan can be found on the school website, or is available from the school office.

How do we identify and give extra help to children with SEN?

The school uses Oxfordshire County Council's guidance 'Identifying and supporting Special Educational Needs in Oxfordshire schools and settings'

The guidance sets out:

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- How we identify if a child has a special educational need
- How we assess children and plan for their special educational needs
- How we adapt our teaching
- Ways in which we can adapt our school environment to meet each child's needs
- How we review progress and agree outcomes and involve you and your child in this process

Currently (Sept '21) the percentage of children identified as being on the school's SEN register is 13%. This figure changes throughout the year and is continually reviewed to ensure that the necessary support is available for children and staff. We have two children who receive support through an Education Health Care Plan.

How do we work with parents/carers/guardians and children/young people?

The partnership between school and home is important to us at St Barnabas. We will always contact parents/carers/guardians if we have a concern that a child may have a special educational need. We work closely with parents/carers/guardians whose child may have special educational needs to plan, agree outcomes and to review progress.

This partnership happens in a variety of ways:

Each SEN child has a Pupil Profile which is made available to parents/carers/guardians.

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- Review meetings are held ~~(twice a year in February and July)~~
- Parents/carers/guardians evenings are held ~~in~~ (November and March, and a school report is sent home ~~at the end of the academic year in July~~)
- Parents /carers/guardians are able to speak to class teachers at the end of the school day, or by making an appointment
- Appointments can be made to see the SENCo by contacting the school office

Comment [MW2]: We should be meeting to discuss SEN pupils every half term

Adapting the curriculum

We offer a broad and balanced curriculum for all children, including those with SEN. Teachers are responsible for the progress of all children and lessons are well differentiated to ensure success and progress for everyone.

The school offers intervention programmes which offer support, in addition to the core curriculum, to boost and support children's learning. These are usually delivered by a trained TA and are monitored by class teachers and the SENCo.

These interventions may support a particular aspect of learning such as reading and comprehension, or numeracy, but we also offer play therapy and play sessions and social groups to enable children to develop communication and social skills and increase their self-esteem. Interventions offered may include

Comment [MW3]: Are these still offered, or do they have a different name?

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- Toe by Toe (a phonics intervention programme)
 - Read, Write Inc (a writing intervention programme)
 - Word Wasp (a spelling intervention programme)
 - Precision teaching (an intervention that simplifies learning steps)□
 - Numicon (maths support programme)
 - Rapid Reading and Rapid Maths (reading and maths support)
- For other interventions please see list at the end of the report.

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What expertise can we offer?

Staff training is undertaken in various aspects of SEN according to the needs of the children to ensure that the provision made and support given to pupils is appropriate and effective. The training needs of the staff are reviewed as part of the CPD (Continuing Professional Development) process in school. Training may take the form of attendance at externally provided courses, or through in-house training sessions that draw upon the expertise of specialist staff from external agencies. Currently our SENCo has completed Level 3 training with the Autism Education Trust and has been trained to undertake Lego Therapy. We also have a Psychotherapist working in school. Building Skills club which uses Lego as part of a therapeutic approach to support social interactions.

We have access to a range of specialist support services including:

An Educational ~~Psychologist~~ Psychologist, who assesses learning development

Oxfordshire County Council's Special Educational Needs Support Service (SENSS), who support children with communication and language and sensory needs provide support through their teams which includes the ~~(~~Communication and Interaction Service), speech therapy, occupational therapy, ~~SEN ICT~~ ;physical, visual and hearing, disability services

~~;~~Child and Adolescent Mental Health Services (CAMHS);

Oxfordshire School Inclusion Team (OXsIT)

Information about these services and what they offer can be found on the Oxfordshire County Council SEN web pages:

<https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-sen>

We also work with other services and organisations that are involved with a family, with the family's permission.

This year we offered parents the opportunity to attend the Swift (Schools with families together course) course for families and schools living and working with children who have Autism, Aspergers, or similar communication and interaction difficulties. TAs also attended the training provided by the Communication and Interaction team. NEW info

How do we know if SEN provision is effective?

The progress of all children is tracked throughout the school using a computer package (SIMS); this data is analysed regularly during Pupil Progress meetings with class teachers, the Headteacher and SENCo. For pupils with SEN, there are regular review meetings to evaluate their progress, assess the success/suitability of the current support and what needs to happen next. We evaluate a pupil's progress against their prior attainment and against age related expectations. The Headteacher's data report informs Governors about the progress and attainment of SEN pupils.

~~At the end of 2018 – 2019, attainment and progress scores for the SEN pupils were analysed. In reading 37% of SEN pupils achieved expected and 37% made at least expected progress. In writing 27% of SEN pupils achieved expected and 37% made expected progress. In maths 37% achieved expected and 37% made expected progress. The progress is lower than in 2018 and is mainly linked to children in KS2 where the expectations are higher and it becomes more challenging for some to close the gaps. Some children have developed more complex or additional needs. 2019 data in the academic year 2020 to 2021, there were limited opportunities to formally assess children due to the disruption caused by Covid-19 and the imposed restrictions. No Key Stage 2 SATs took place and assessment data relied entirely on teacher assessment.~~

How are children with SEN helped to access activities outside of the classroom?

Around the school are spaces that offer a calm and quiet space for learning, talking, or to take a break from a busy classroom. Pupils may access these spaces on a 1:1 basis with a TA or teacher, or in a small group for focused learning. The SENCo has access to a room which can offer a teaching space, contains assessment resources and information about specific SEN and can be used as a quiet space for meeting parents /carers/guardians and other professionals.

Please be aware that at any time, Covid-19 regulations may require adjustments to our usual ways of using spaces to ensure that the safety of pupils, staff and visitors is maintained

All children are included in activities and trips following Risk Assessments where needed and in accordance with the Equalities Act 2010. We talk to parents/carers/guardians and pupils when planning trips to ensure that everyone has the information they need and are clear about what will happen.

Information regarding Oxfordshire's accessibility strategy can be found here:

http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/documents/SEN/guidance/Schools_Accessibility_Strategy.pdf

What do we do to support the well-being of children with SEN?

All children have the opportunity to share their views through their School Council representatives and we encourage all children to talk to their class teacher, or TA, if they have a problem. Bullying is not tolerated and procedures followed can be found in our [Anti-Behaviour](#) Policy on the school website, or as a paper copy from the school office.

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Joining the school and moving on

We encourage all new children to visit the school before starting and for children with SEN, a meeting with the SENCo is recommended. (Please be aware that due to Covid-19 restrictions in place at any time, it may not be possible to offer full tours of the school and visits to classrooms. Admission of new pupils and support for them and their families will be offered in an appropriate and individualised way)

Year 6 children transferring to local secondary schools have the chance to visit the school for at least one day. – Children with identified SEN will have the opportunity, where appropriate, to visit more than once. The SENCo, Year 6 class teacher and representatives from secondary schools meet and liaise regularly throughout Year six to ensure a smooth transition. SEN information and records are shared with the receiving school well in advance of the start of Year 7. (Please be aware that all such visits are subject to any Covid-19 restrictions in place)

Feedback and complaints procedure

At St Barnabas we welcome feedback from parents/carers/guardians, as this allows us to review our practice and work with parents/carers/guardians to achieve successful outcomes for our pupils. If a parent/carer or guardian is concerned about SEN provision for their child, initial contact should be made with the class teacher. Where appropriate a meeting can be arranged to discuss matters further, which may include the Headteacher and/or the SENCo and other external professionals who support the school.

If you would like impartial advice or support, please contact SENDIAS (Special Educational Needs Disability and Information Support Services – formerly Parent Partnership)

https://www.oxfordshire.gov.uk/cms/public-site/sendias-oxfordshire-formerly-parentpartnership?utm_source=FURL1&utm_medium=sendias&utm_term=nil&utm_content=&utm_campaign=sendias

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▲ In the event of a formal complaint concerning SEN provision, parents/carers/guardians are advised to contact the Headteacher and follow the Oxfordshire Local Authority procedures in the first instance. Parent/carers/guardians may also consider contacting the Governing Body. Government publications regarding parents' rights are available in school.

Oxfordshire's Local Offer contains lots of information for parents/carers/guardians and can be accessed at:

<http://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-sen>

We aim to:

- Celebrate our Christian ethos by acknowledging that each child is unique and a valued part of our school community ☐
- Ensure that our curriculum is accessible and relevant to all children whatever their individual need ☐
- Promote positive attitudes and individual confidence, ensuring that all children experience success

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In summary

The Governors and staff at St Barnabas CE Primary School recognise that all children have a right to a broad, balanced, relevant and differentiated curriculum. We aim to create a happy, educationally exciting and positive environment in which all pupils can achieve to the best of their abilities and become confident and independent individuals.

INTERVENTIONS AVAILABLE 2021

• **Interventions to support mental health/wellbeing include:**

- ✓ Social skills /PSHCE lessons
- ✓ Zumba/yoga
- ✓ Meeting Kipling the dog
- ✓ Social stories
- ✓ CAT kit
- ✓ Lego therapy
- ✓ Play therapy
- ✓ ELSA sessions
- ✓ Referral School mental health team
- ✓ Referral to Ed. Psychologist
- ✓ Referrals to CAHMS

• **Interventions to support physical development include:**

- ✓ Extra PE with the coach KS2 sessions for children needing a confidence boost or extra practice
- ✓ Fine motor skills activities
- ✓ Referral to physio
- ✓ Extra PE sessions
- ✓ Extra Forest school

• **Interventions to support READING include:**

- ✓ 1:1 teacher, TA, volunteer
- ✓ ARCH

✓ Rapid readers

✓ Clicker 7

• **Interventions to support PHONICS and SPELLING include:**

✓ RWI small group work

✓ Toe by toe

• **Interventions to support COMMUNICATION include:**

✓ Referral to C and I

✓ Referral to speech therapist

• **Interventions to support MATHS include:**

✓ Times table interventions

✓ 1:1 teacher, TA, volunteer

• **Interventions to support learning ENGLISH include:**

✓ 1:1 teacher, TA, volunteer

✓ Lesson using OUP materials-small group weekly