

SEN Information Report
Barford Primary School

Mission statement

At Barford Primary School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected. Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed. We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010. Together we take pride in making a positive contribution to our school and the wider community

About our School

Barford Primary School is a large, mainstream two-form entry school, in inner city Birmingham. We have 60 places in each year group; our nursery offers 3 day full time places for 33 children.

Key Contacts for SEN at Barford Primary School

Headteacher:

Miss Davies has responsibility for overseeing the provision for children with SEND.

SEN Governor:

S. Marshall is the member of the school's governing body that has special responsibility for SEND.

Inclusion Lead:

Mrs. Harrison has responsibility for overseeing the Inclusion Team.

SENDCo:

Mrs. Harrison is responsible for the overall coordination of support for all children with additional needs. She can be contacted by telephone on 0121 464 3765, or by the enquiry email address: enquiry@barfordprimary.co.uk

Mrs. Janagal is our Learning Mentor and **Mrs. Harrison** is our Deputy Head teacher is responsible for well-being and behaviour.

SEN information report

The kinds of SEN that are provided for:

<p style="text-align: center;"><u>Communication and interaction</u></p> <p style="text-align: center;">Speech, language and communication difficulties ASC social interaction difficulties</p>	<p style="text-align: center;"><u>Social, emotional and mental health difficulties</u></p> <p style="text-align: center;">Attention deficit hyperactivity disorder (ADHD) Adjustment Disorders Anxiety Disorders Obsessive-Compulsive Disorder ('OCD') Tourette Syndrome</p>
<p style="text-align: center;"><u>Cognition and learning</u></p> <p style="text-align: center;">Moderate Learning Difficulty (MLD) Profound and Multiple Learning Difficulty (PMLD) Severe Learning Difficulty (SLD) Specific Learning Difficulty (SpLD) Dyscalculia, Dysgraphia, Dyslexia & Dyspraxia.</p>	<p style="text-align: center;"><u>Sensory and/or Physical needs</u></p> <p style="text-align: center;">Hearing Impairment (HI) Vision Impairment (VI) Multi-Sensory Impairment (MSI) Physical Disability (PD)</p>

At Barford Primary School, for children with health needs, we use individual healthcare plans which specify what the medical need is and detail what type of support is required; the plans are written in collaboration with parents, the school nurse team and the Physical Difficulties Support Service, if required. Where a child with a medical condition also has SEN, the provision is delivered in a coordinated way with the healthcare plan.

Identifying pupils with SEN and assessing their needs

Early Identification of Need

To support educational, social, physical or emotional needs, we aim to identify children who have any difficulties as soon as possible so that appropriate support can be given from an early age. Full use is made of information passed to the school when a child transfers from early education provision, or alternative provisions, and we use assessments during the

Foundation Stage to identify pupils and any difficulties they may have.

Other strategies used by our teachers to identify SEND include:

- Discussion with parent/carer to see if they have noticed anything/have any concerns
- Ongoing teacher assessment and observation at all ages and abilities
- Progress measured against the Early Learning Goals in the Foundation Stage
- Performance measured against National Curriculum age-related expectations, particularly in English and maths
- Standardised screening or assessment tasks (e.g. Reading/Comprehension Tests)
- Results from Statutory Assessments (end of Years 2 and 6) and Teacher Assessments
- Referrals and recommendations from External agencies (i.e. Speech & Language Therapy; Pupil and School Support)
- Use of Birmingham Language and literacy continuum

Assessing and reviewing pupils' progress towards outcomes

Where a pupil is identified as having a special educational need we follow a **graduated approach** which takes the form of cycles of “**Assess, Plan, Do, Review**”.



This means that we will use ongoing and termly assessment strategies as listed above to identify individual needs. This is done by staff who know the children, and who work together to identify progress and to identify gaps in learning.

Different children require different levels of support to achieve age related expectations, and we expect that parents/carers would work with us, alongside any other appropriate, external agencies. All children on the SEND register will have support strategies put in place

Some may have individual targets; these are reviewed each term and parents are invited to do this with us. Children’s views are taken into consideration throughout the process and are consulted during targeted time and throughout their interventions. All information is shared

with parents/carers at Parent's Evening events, or in meetings with the SENDCo.

- **Assess** a child's special educational needs
- **Plan** the provision to meet your child's aspirations and agreed outcomes
- **Do** put the provision in place to meet those outcomes
- **Review** the support and progress

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and, where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required.

Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENDCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom

teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENDCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Consulting and involving pupils and parents

Parents/ carers are always informed if the school has a concern. This can happen through

- discussions with the class teacher
- parents' evenings
- pre- arranged meetings/conversations with the SENDCo

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- everyone develops a good understanding of the pupil's areas of strength and difficulty, which may be reflected in an individual pupil profile
- we take into account the parents' concerns
- everyone understands the agreed outcomes sought for the child
- everyone is clear on what the next steps are

Notes of these early discussions may be added to the pupil's profile and shared with their parents. We will formally notify parents when it is decided that a pupil will receive SEND support.

Supporting pupils moving between phases and preparing for adulthood

As pupils transition, we share information with their secondary school, or any other setting the pupil is moving to. We will also liaise with nursery settings, and new parents, to ensure a smooth transition into our school setting.

Towards the end of each academic year, we hold transition staff meetings for both teachers and teaching assistants to allow a secure and detailed transfer of information between year groups and phases.

In the summer term, pupils spend time with their new teacher in their new learning environment. Additional visits are offered for those that require it.

As pupils transition into reception we have 'Stay and Play' sessions. Children with additional needs who need a carefully planned transition are able to discuss their additional transition needs with the SENDCo.

Local secondary schools are also receptive to planning robust transitions for those who need it.

Our approach to teaching pupils with SEN

Barford Primary School works hard to ensure it is an inclusive school. Quality First Teaching is provided in all classrooms across the school, and all children are treated as individuals throughout the learning process.

Universal Support

Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators will be monitored.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils. This means

- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies and/or resources are in place to support your child to learn (these may be suggested by the SENDCo or an outside agency)
- Teaching assistants (TAs) may be allocated to work with your child 1-1 or in a small group if the teacher has decided that your child has a gap in their understanding or learning and needs some extra support to help them make the best possible progress.

The School's Graduated Response document details the process of SEND.

SEN Support

If, through a series of regular reviews, expected progress is not made with universal support, a child may require additional or different teaching and learning approaches to help them learn. At this point the child's name will be added to the school's SEND list and he/she is considered to be receiving SEND support.

It may be decided that the pupil would benefit from some targeted work in a small group (Intervention group) usually run by a TA or on a 1-1 basis. Class teachers will then set up small groups in conjunction with the Teaching Assistants where suitable interventions can be delivered. This would be classed as SEND Support and specific targets would be agreed. The effectiveness of these intervention groups are monitored carefully.

For those children with more complex special educational needs, there may be the need for individual targets and specialised support. Outside agencies may be consulted (with parental permission) to support school in ensuring the best outcomes for pupils. Where this is the case, parents are invited to regularly review targets termly with the class teacher and/or the SENDCo, and set new ones as appropriate.

Class teachers will discuss the child's progress towards their individual targets with their parent at Parents Evenings, and a review meeting with SENDCo, and informally upon request.

SEN Support Provision Plan (SSPP)

In some cases, after reviewing the targets and outcomes, it may be necessary to

form a SEND Support Provision Plan; this has to be completed in conjunction with the outside agencies and aims to give a clear picture of a child's needs and the cost of providing appropriate support.

This is reviewed annually, and progress carefully monitored.

Request for Assessment for an Education, Health and Care Plan

If a child has lifelong or significant difficulties, they may need a particularly high level of individualised teaching and support. Very often these children will be receiving specialist support, in school, from an outside agency. If the child continues to make less than expected progress, despite high levels of support, they may undergo a Statutory Assessment Process which is usually requested by the school, but can be requested by a parent. This will occur where the complexity of need requires a multi-agency approach to assessing that need, to planning provision and identifying resources.

The request to assess for an Education, Health and Care Plans will combine information from a variety of sources eg parents, teachers, SENCo, education professionals, social care professionals and health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a panel of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal if a decision is against initiating a statutory assessment leading to an EHC Plan.

Education, Health and Care Plans [EHC Plan]

Following Statutory Assessment, an EHC Plan will be provided by Birmingham Authority if it is decided that the child's needs are not able to be met within the Local Offer. The school and the child's parents, along with the outside agencies involved, will be involved developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Further information about EHC Plans can be found via the SEND Local Offer at <https://www.localofferbirmingham.co.uk/> and The Council for Disabled Children at <http://www.councilfordisabledchildren.org.uk>

Adaptations to the curriculum and learning environment

Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

We make the following adaptations to ensure all pupils' needs are met:

- Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.
- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as ipads, coloured overlays, visual timetables, larger font, alternative methods of recording etc
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Planning for movement or learning breaks
- Offering social and emotional support through mentoring

Pupils with SEND will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual. Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting additional provision may be made as necessary. The SENDCO will be consulted, as needed, for support and advice and may wish to observe the pupil in class.

Additional support for learning

Our TAs may support children in small groups or in a 1:1 basis.

We may also provide interventions in reading, writing and maths; as well as Lego Therapy; social interaction groups; and fine motor groups.

We work with a range of outside agencies to provide support for pupils with SEN.

Expertise and training of staff

Our SENDCo is an experienced teacher. **All teachers are teachers of SEND**, as stated in the Teachers' Standards. We have a team of teaching assistants who also support the children. We recognise the need for all school staff to keep up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. For this reason, we plan and fund relevant professional training for our staff which includes on-site training with the Ladywood DLP project. The SENDCo, with the senior leadership team, ensures that training opportunities are matched to the School Improvement Plan (SIP). Development priorities are those identified through staff feedback and the current cohort of pupils. The SENDCo attends SEND courses and networking meetings which signpost relevant external training opportunities for staff, and they arrange or deliver regular INSET training. Epipen, asthma and allergy training is delivered yearly; diabetes training is delivered to specific staff, also on a yearly basis.

Securing equipment and facilities

The school uses its own budget to provide the majority of resources and facilities that are needed. Often outside agencies will recommend resources, for example, the physical difficulties support service (PDSS) has advised and helped source equipment.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions by completing baseline assessments prior to intervention and then reviewing throughout the intervention period
- Using pupil conferencing
- Monitoring by the SENDCo
- Tracking progress using Birmingham Toolkits
- Holding termly reviews of individual targets
- Holding annual reviews for pupils with EHC plans

Enabling pupils with SEND to engage in activities available to those in the school who Do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips in Year 5 and 6.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Our Inclusion mentor works with groups or individuals to develop self-esteem and social skills through sport

We have a zero tolerance approach to bullying. Following our Behaviour and Anti-Bullying policies, we try to ensure the safety of our most vulnerable learners. We aim to promote independence and build personal resilience, incorporating our character values and learning behaviours.

Working with other agencies

We work with the following agencies to provide support for pupils with

SEN: Communication and Autism Team - **Rebecca Hitchin**

Educational Psychology Service - **Andrea Rowledge**

Pupil and School Support **Maxine Leonard**

Sensory Support Service (for visual or hearing difficulties)

Physical Difficulties School Support

Health professionals e.g. consultant paediatricians, occupational therapists, physiotherapists, school nurse service, and mental health services

The SENDCo and the Designated Safeguarding Leads work with Social care bodies to support looked after by the Local Authority and also have SEN

Complaints about SEN provision

Complaints about SEN provision in our school should be made to **Mrs. Harrison** as Inclusion Lead, in the first instance. They will then be referred to the school's Complaints Policy. The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against

their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details of support services for parents of pupils with SEND

SENAR

Tel: 0121 303 0829

SENDIASS (SEND Information, Advice & Support Service) in Birmingham offer free, confidential advice, information and support to parents and carers about special educational needs.

SENDIASS:

Telephone: 0121 303 5004