

St Barnabas CE Primary School

Preparing for a positive future, achieved through faith



Annual SEND Report 2019-20 (Published Sept 20)

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Our Aim

St Barnabas CE Primary and Nursery School is a welcoming and inclusive school for children aged 2 to 11. We value and support all children and adults who teach and learn here through our distinctive Christian ethos. We foster a climate of mutual respect within our whole school community and value the rich diversity that our school has to offer. We are committed to making sure that all children can access their right to

be safe,

be healthy,

enjoy and achieve in school and beyond,

achieve economic wellbeing

make a positive contribution in school and in the wider community now and in the future.

Vulnerability Indicators

Some children are more vulnerable because other factors may influence their ability to achieve the five positive outcomes. At St Barnabas CEP we identify children that are at risk of not achieving one, some or all of the positive outcomes identified above. We identify specific risk factors which could significantly impact on a child's ability to achieve the positive outcomes. Some children may experience several factors simultaneously and this inevitably increases the risk for the child.

Special Educational Needs & Disability

Disadvantage (Entitled to the Pupil Premium Grant)

Safeguarding (at risk of harm from, or lack of protection by, someone they live with)

Behaviour

Attendance (below 90%)

English as an Additional Language

More Able and most able

We have a responsibility to ensure, as far as is reasonably practicable, that these groups of children are supported to overcome the difficulties they experience. Where it is not possible to eliminate risk, we support children and families against the difficulties they experience to achieve as positive an outcome as possible.

Children with Special Educational Needs (SEN)

A child or young person is defined as having Special Educational Needs (SEN), by the SEND Code Of Practice 2014, if he/she has '*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 the facilities of a kind generally provided for others of the same age in mainstream schools*'.

Children with a Disability

A disability, as defined in the Equality Act 2010 is 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. Long-term is described as 'a year or more' and substantial is defined as 'more than minor or trivial'. This can include conditions such as epilepsy,

asthma, diabetes and cancer. Children with a disability do not necessarily have SEN but there is a significant overlap. Where a disabled child requires special educational provision they are included in the category of SEND.

Categories of SEND need

C&L – Cognition and Learning

SLCN – Speech, Language and Communication Needs

ASD – Autism Spectrum Disorder

SEMH – Social, Emotional and Mental Health Needs

S – Sensory needs

PD – Physical or medical disability

Our responsibility to children with SEND (In accordance with the Equality Act 2010)

We promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. This is achieved by modelling and promoting positive groupings and playtimes and in a planned way through specific interventions.

Our anti-bullying policy identifies how we ensure that children with SEND are not directly or indirectly discriminated against, harassed or victimised.

We publish an Accessibility Plan which identifies our commitment to providing a fully accessible school environment designed to support the physical, sensory and learning needs of children with SEND.

We make reasonable adjustments to procedures and practices to ensure that disabled children in our school now and in the future are not at a substantial disadvantage compared with their peers.

We publish our SEND offer to children and their parents so they know what to expect from our school.

We make special consideration of the extent and nature of a child's SEND when considering behaviour management and exclusions.

We have a governor with specific responsibility to support and challenge policies, practices and provisions for children with SEND and their families.

Admissions Arrangements and Transition Support

St Barnabas CEP is an inclusive school. We have a welcoming community and embrace the diversity that children can bring. Admission into our school's reception class is managed by Warrington Borough Council's admissions department and details can be found on their website.

http://www.warrington.gov.uk/info/200310/school_admissions

The Local Authority may admit a child with a Statement of SEN or EHC Plan if St Barnabas CEP is the mainstream school identified as most able to meet the child's Special Educational Needs.

We welcome visits to the school from prospective parents and are keen to talk to parents of children with SEND to discuss our offer and answer any questions they may have.

Transition Support

Once a place at St Barnabas CEP has been allocated to a child with SEND, our SENCO meets with the parents to discuss the specific support needs of the child. This meeting determines how best to support the child's transition into school and what arrangements should be made prior to the start date. The SENCO, teacher or TA may spend time getting to know the child before he/she starts if this is appropriate.

When children with SEND leave St Barnabas CEP we make the experience as positive as possible. We identify children who may be vulnerable during the transition to high school and offer 1:1 or small group support which may include extra visits and planned sessions in school. We arrange meetings with the staff of the receiving school to plan a smooth transition.

Current Climate of Special Educational Needs and Disability (SEND) January 2019

For the third year running, the number of pupils with special educational needs (SEND) in schools has increased. In January 2019, the percentage rose to **14.9%** from 14.6% of the total pupil population in 2018. In January 2019, Department for Education figures show 3.1% (271,200) pupils of all pupils having an Education, Health and Care plan. (Department for Education Statistical Release - Children with Special Educational Needs 2019: An Analysis)

In September 2020, 12% of children at St Barnabas CEP were identified as having SEND as SEN Support, with 2% requiring the support of an Education Health and Care Plan.

Currently, 52% of all children at St Barnabas CEP qualify for the Pupil Premium Grant (PPG) because they qualify for free school meals now or at any time in the last six years or are in, or have been in, the care of the Local Authority (Looked After Children).

Assessment

All children at St Barnabas CEP are assessed as an ongoing process. We use a range of systems including standardised tests and teacher assessments to identify children's reading, writing and maths abilities. Progress is monitored and all children (with or without SEND), who do not make progress in a term are discussed at an end of term Pupil Progress Meeting between the Teacher, Head Teacher and senco. Those children are then identified on a Diminishing Difference GAP plan which identifies what additional or different support should be provided for the child to ensure they make progress. Those children are then re-assessed at the following half-term point and a further Pupil progress meeting is held if they still have not made progress.

If, following a period of intervention, a child has still not made expected progress we may make a decision to request support from an external agency and the child may be placed at SEN Support. We work closely with Educational Psychologists, Speech and Language Therapists and Specialist Teachers and welcome their advice in helping us to progress the child's learning.

Providing Support for children with SEND

All children with SEND have access to a challenging and exciting curriculum. They are given the same support as all other children of their age and stage of development. We also use a range of strategies, resources and interventions to support children with SEND that are additional to and different from the Quality First Teaching provided by all teachers.

Additional Provision to Diminish Difference

All children accessing additional provision have their support mapped onto the Diminishing Difference GAP Plan. Parents are informed of interventions the child receives so they can support the learning at home. We use a range of specific interventions to support English and Maths attainment including 1:1 support in class, Same Day Interventions using pre and post teach sessions, First class@ number, Rapid maths, Better Reading Partners, Get Writing and FFT literacy support as appropriate. Lunchtime Nurture support is offered daily to support children with Social Emotional and Mental health difficulties.

We have staff trained to screen all children in EYFS and all children working below the expected level for their age in KS1 and KS2. This allows for any children with significant speech and language needs to be referred for assessment by the Speech and Language Therapy service. It also identifies children who would benefit from a specific group intervention.

SEN Support

Where progress has not been made via Diminishing Difference Planning, children will be added to our SEND list and categorized as SEN support. They will have access to support, resources and/or interventions as recommended by an external specialist. These children also have a Pupil Passport to Success with individual targets shared with the child, parents and teacher.

Education Health and Care Plans or Additional Needs funding

Children with an Education, Health and Care Plan are allocated funding by the Local Authority and school to provide additional support which may include the use of a Teaching Assistant. St Barnabas CEP also provides some school funded support to ensure the safety, wellbeing and effective education of the child and their peers.

Staff SEND Training Sept 19-July 20

Training	Staff involved
Narrative SALT training	Melanie Steel, Christine Dean
Auditory Memory SALT training	Melanie Steel, Christine Dean
Chatty Bats training	Nichola Humphries
Talk Boost training	Carol Jack
Visits to Sandy Lane Nursery to observe good practise	EYFS support staff
Visits to Dallam DP to observe ASD good practise	Jayne Fisher, EYFS staff
Leading a mentally healthy school	Natassia Carr/Jayne Fisher
Inference Training (reading support) Jan Owens	All staff

Strategies to support Dyslexia, Inclusive Learning North	All staff
The Hanen Program- learning language and loving it	All EYFS staff
Language Sstew, Amanda Quirk, WTSA	All EYFS staff