

Barleyhurst Park Primary School is a friendly, caring and vibrant learning environment where mutual respect and high expectation produces resilient, independent learners. We aim to provide a safe and secure environment where children can be happy, creative and confident in their learning and development. We seek to celebrate every individual's talents and successes, developing pride and self-belief. We believe that the environment, experiences and expectation that we provide will allow all children to achieve their potential both academically and personally.

Barleyhurst Park Primary School prides itself in being an inclusive school. We promote equality of access and opportunity to all areas of the curriculum for all learners. Pupils are taught in an environment where they receive equal respect and in which their individuality is valued. It is the responsibility of all teachers to help each and every pupil reach their own potential through supported and differentiated teaching across the curriculum.

We believe that parents and carers play a vital role in supporting their child's education and we therefore aim to foster positive relationships between school staff, parents and carers during their time at Barleyhurst Park Primary School.

At Barleyhurst Park Primary School we aim to:

- Identify pupils with Special Educational Needs and Disabilities (SEND) as early as possible and ensure that their needs are met
- Have in place systems whereby Teachers are aware of pupils with SEND
- Provide all pupils with a broad and balanced curriculum that is differentiated to the needs and ability of the individual
- Have high ambitions and expectations for pupils with SEND
- Be sympathetic to each pupil's needs by promoting a strong partnership between the pupil, the parent and Barleyhurst Park Primary School staff
- Actively engage in support from the Local Authority and outside agencies
- Ensure that all pupils take a full and active part in school life.

## **What kinds of Special Educational Needs are provided for at Barleyhurst Park Primary School?**

At Barleyhurst Park Primary School we offer provision for pupils with difficulties in the following areas:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health needs
- Physical and /or Sensory needs including medical needs

## How does Barleyhurst Park Primary School know if pupils need extra help, and what should I do if I think my child may have Special Educational Needs?

Throughout the academic year Class Teachers regularly undertake a range of assessments to monitor the progress of all children. Termly progress meetings are held between the Senior Leadership Team, which includes the SENDCo and all Class Teachers. During these meetings, the progress of pupils across the school is discussed. There is then a focus on those that are identified as making less than expected progress and those that have social, emotional or mental health difficulties that are affecting their ability to engage in their learning. The SENDCo also works closely with any early years providers, focusing on early transition. Pupils who join our school during the year are invited to meet the Head teacher and see their new classroom. The Headteacher will meet with parents/carers to discuss the child's needs and will contact the previous school to discuss levels of support and any additional provision. The SENDCo may contact the school to discuss support for children who have more complex needs. Strategies that can be used by the Class Teacher are suggested and then put into place. If appropriate, additional support may be put into place on a 1:1 or small group basis in order to address any specific areas of difficulty.

If concerns are raised by Class Teachers in relation to a child's academic attainment or progress, discussions will be had with SENDCo for Inclusion and recommendations put in place. As part of this, Class Teachers may be asked to complete the First Assess Communication Tool (FACT). This has been produced by a range of people working with children and young people with speech, language and communication needs (SLCN) in Milton Keynes. This is used as part of the Assess, Plan, Do Review processes currently in place in school. In addition to this the SENDCo may decide to carry out some standardised tests, for example using the Wide Range Intelligence Test (WRIT) assessment, to more specifically identify any areas of concern. If, as a consequence, specific interventions are put into place and monitored by the SENDCo a clear baseline is established and the tests can be re-administered so that progress and impact of the interventions is clearly evaluated.

We encourage parents to speak openly with Class Teachers about their children's needs, and we value input from parents. If parents are concerned about their child's progress and they have not already discussed this with their child's Class Teacher, we would encourage them to do so.

## How will I know how my child is doing?

As a school we have an open door policy and encourage parents to talk to us about how their child is progressing at Barleyhurst Park Primary School. Our SENDCo is easily contactable via the school office by telephone or email and responds to parents' correspondence as swiftly as possible. In addition to this the SENDCo is available to speak to parents openly or more privately during the week. She currently works Monday, Tuesday, Wednesday and Friday.

Those pupils recognised by the school as having a Special Education Need and/or Disability will be recognised on the school SEND register under the category 'SEND Support'.

Each term, Class Teachers will hold a Parents' Consultation Evening (or TLCs) and issue a written report on every pupil's progress. This will highlight strengths and areas for improvement across the curriculum.

For pupils with an Education and Health Care Plan (EHCP), the class teacher, will organise a meeting with parents once per term and the SENDCo if required. There will also be a formal annual review held in school to review how well the EHCP is meeting the pupils' needs. Where possible, these meetings will also involve any staff working with the pupil in school.

## **How will the learning and development provision be matched to my child's needs?**

Quality First Teaching is of paramount importance to us and is in place in all classes across the school. This helps to ensure all pupils are able to access the curriculum. Teachers are skilled at developing their teaching to meet the diverse needs of the pupils in their class.

Personalisation is the process by which Teachers ensure that tasks are matched to pupils' abilities. This might involve the use of adult support, different resources being used or different outcomes being expected of the pupils. At Barleyhurst Park Primary School it is approached in a range of different ways to enable pupils to access the curriculum and help ensure that all pupils can experience both success and challenge in their learning.

Grouping arrangements are organised flexibly with opportunities for ability groups, and mixed ability groups to maximise learning opportunities for all. Our broad and balanced curriculum is accessed by all pupils. Adaptions are made to support specific curriculum needs, for example where a need to develop more independence is identified.

As well as Teachers, Barleyhurst Park Primary School staffing is made up of one Higher Level Teaching Assistants, ten year group Teaching Assistants, and three 1:1 Teaching Assistants. The Head teacher and SENDCo manages the 1:1 support staff and directs them to work in specific year groups, with individual pupils and small groups. The use of these additional adults is closely monitored by the Head teacher and SENDCo to ensure maximum impact on pupil learning, progress and engagement.

If appropriate, the SENDCo will organise specific 1:1 or small group interventions to address specific areas of need. Currently a range of different interventions are delivered throughout the school as part of the Quality First Teaching provision and these change on a termly basis depending on the needs of the children. Literacy interventions may include individual priority reading and Letters and Sounds. Maths interventions may include Numicon or small maths catch up groups. Other interventions take place to address specific areas of a child's development, for example fine motor skills with programmes such as FIZZY Fingers being used to develop these skills. To support children's Speech Language and Communication Needs, we may use programmes such as 'School Start' or 'LIP'.

Adaptions to the school or classroom environment may be needed in order to meet the needs of specific pupils. This may involve purchasing specialist furniture or writing equipment, or may involve providing pupils with alternative methods of recording their work, for example an iPad, Talking boards or the use of Clicker.

## **How effective is the SEND provision at Barleyhurst Park Primary School?**

At Barleyhurst Park Primary School we are always working towards improving our provision to meet the requirements of the changing needs of our pupils. Every half term, following on from discussions with a range of people, including parents, Teachers and the Head teacher, the SENDCo looks closely at the progress of all pupils on the SEND register. This enabled the progress of these children to be monitored closely and provision adjusted where progress is not as good as we would like it to be.

At the end of every term, the SENDCo looks at the data for each year group for the three core subjects, Reading, Writing and Maths, and this data is used to monitor and evaluate the overall effectiveness of our school's SEND provision. This information is then used to inform our planning for the following academic year.

## **How will you help me to support my child's learning?**

We operate an open door policy at Barleyhurst Park Primary School and encourage parents to talk to staff informally or arrange more formal meetings with Class Teachers to discuss their child's learning. The SENDCo will endeavour to liaise with parents of those pupils with additional needs at least on a termly basis, or more frequently if required. Barleyhurst Park Primary School are keen to support parents in helping children continue their learning at home, and we share details of any strategies and interventions used in school with parents so that parents can work towards the same goals at home with their child.

## **What support will there be for my child's overall wellbeing?**

The SENDCo works closely with Class Teachers and Teaching Assistants to ensure that pupils feel happy and safe at Barleyhurst Park Primary School. We endeavour to actively support any child exhibiting social, emotional and mental health difficulties. The deputy head teacher and SENDCo monitors pupils' attendance and can provide support to parents with this.

We aim to teach pupils to become respectful, resilient and mindful of others' thoughts and feelings, through a consistent approach to expectations of behaviour across all year groups in order to prevent bullying. We use Restorative Practice to promote positive behaviour and respectful relationships.

Our eco-school council consists of members from key stage one to Key Stage two. They meet regularly and work closely with the Science co-coordinator to ensure that pupils' views are listened to and considered throughout the school year.

## **What arrangements are in place for involving SEND children in their own education?**

The views of our SEND children at Barleyhurst Park Primary School are very important to us. Their views are regularly sought, ranging from our youngest up to our oldest. A range of questions are asked (re-worded for different age groups) or answered on their behalf by their parent or teacher if it is felt the child is unable to answer. Photos of the children engaging in their learning are used to help gather their views.

We always involve any child with an EHCP in their annual review. What this will actually mean will vary according to the child's age and their Special Educational Need. At this young age, participation is usually the gathering of pupil voice (as above). Regardless of whether the child attends the meeting, their views will be sought and recorded before the meeting. The child will record their thoughts, wishes and feelings in an appropriate way depending on their capability. This process will be supported by an adult that has worked closely with the child. These views will then be shared during the meeting.

The Head teacher is the designated Safeguarding Lead and also the Mental Health and Wellbeing Lead for the school (with support of the SENDCo).

For Children in Care, in order to support the needs of these pupils, the school liaises closely and seeks support from staff at the Virtual School.

## **What specialist services and expertise are available at or accessed by the school?**

Our SENDCo seeks advice from the Local Authority Inclusion and Intervention team on a regular basis. The SENDCo actively engages with local opportunities to share best practice and keeps up-to-date with current Local and National policies to support pupils with SEND. All staff are encouraged to, and are aware of, using the Local Offer to access relevant materials in relation to SEND.

The Local Offer is a directory of information that helps families to find and access support and is an incredibly useful tool. All local authorities are required to have their own local offer as part of the government's SEND reforms. The Local Offer for Milton Keynes can be found on the following website <https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/send-local-offer/send-local-offer-children-and-young-people>

The school works closely with agencies delivering the Local Offer.

The Local Authority School Nursing Team is able to support the school with referrals to additional services including Occupational Therapists, Community Paediatricians and other health professionals. Our SENCo is able to support these referrals and is able to provide written evidence for parents to detail any provision that a child is receiving at school. We welcome visits in school from outside professionals involving observations and discussions about individual children, and we actively use any strategies suggested to us to improve our provision.

School works closely alongside the Milton Keynes Speech and Language Therapy NHS Service for Schools in supporting school aged children with their continued speech, language and communication skills. If school believe a child would benefit from the support of the Speech and Language Therapy Team, class teachers and/or the Assistant Head for Inclusion will meet with parents to discuss their concerns and a First Assess Communication Tool (FACT) will be completed for the child. If progress is limited, a referral to the team will be made in consultation with parents.

School can access the support of the Milton Keynes Educational Psychology Service through a commissioned service. The service can be used for a range of work depending on need. Some of these include; case consultations, staff consultation/problem solving sessions, assessment work, project work, training, whole school development support, etc

## **What training have the staff supporting children with SEND had or are having?**

Our SENDCo takes advantage of relevant up-to-date training to support her role.

Our teachers and teaching assistants have collectively received training focusing on a range of different areas of SEND, for example Autism and TEECH. The SENDCo leads whole school training on specific areas of SEND and has guest presenters in during the school year to deliver other aspects of SEND training.

Our Higher Level Teaching Assistants and Teaching Assistants have been trained in a range of different 1:1, small group and whole school initiatives that support their day-to-day role. This includes a range of different Maths and English interventions, for example Numicon, and Letters and Sounds, but also programmes

focusing on areas such as fine and gross motor skills, for example, Write Dance and Fizzy Fingers. Alongside those run interventions to support the development of social skills and emotional stability, such, Play Dough Therapy, TEECH, Starving the anger/anxiety gremlin and Lego Therapy.

## **How will I be involved in discussions about the planning for my child's education?**

Any pupils with additional needs will have their progress closely monitored by the SENDCo. We welcome parental involvement in any decisions about how to support pupils in school, and aim to keep parents up-to-date with their child's current progress. Our SENDCo is available at various points throughout the week to meet with parents to discuss their child's needs.

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

At Barleyhurst Park Primary School we aim for all pupils to be able to access all trips and visits that take place outside the classroom. Reasonable adjustments will be made to enable any pupil attending Barleyhurst Park Primary School to fully participate in activities outside of the classroom, including school trips. Risk assessments are carried out and, where appropriate, are discussed with parents to ensure that whenever possible and with reasonable adjustments; all pupils are able to participate. If it is deemed appropriate that an intensive level of 1:1 support is needed, on occasion a parent may be asked to accompany their child during a specific activity.

## **How accessible is the school environment?**

Barleyhurst Park Primary School teaching areas are all on one level. There is one disabled toilet on site. Reasonable adjustments would be made to support any children with additional needs in our care from our limited SEND budget.

## **Who can I contact for more information about SEND at Barleyhurst Park Primary School?**

### **The Class Teacher**

Relationships are built up between school support staff, teaching staff and parents informally on a day-to-day basis. If any concerns arise about a child's learning or progress, parents are initially encouraged to request a meeting with their child's Class Teacher. Further meetings can be arranged to discuss strategies and progress as required. .

### **SENDCo: Mrs K Wolfe**

Further conversations between the Assistant Head for Inclusion, the Class Teacher and parents can be arranged as appropriate to discuss any developing needs. The SENDCo is responsible for overseeing the coordination of any additional support that your child may need.

### **Headteacher: Mrs W Smith**

The Headteacher oversees all areas of the school's provision. If appropriate, the Headteacher will be involved in meeting with parents to discuss children's progress and deciding upon how