



Annual SEND Information Report

SENDCo: Mrs Kate Wolfe

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This is an annual report to provide information on how we support children with special educational needs and disabilities (SEND).

Barleyhurst Park Primary School is a welcoming, positive and stimulating learning environment. Our goal is to unlock the potential of all pupils within our school to create happy, creative, resilient and independent learners.

Barleyhurst Park is an inclusive school. We believe that every pupil is special and deserves to fulfil their full potential. We aim to provide a safe, secure and stimulating environment where every pupil has access to a rich, broad and balanced curriculum which provides opportunities to develop intellectually, physically, emotionally and socially. To ensure that pupils make the best possible progress and feel that they are valued members of the school and wider community. All pupils are treated with respect and their uniqueness is valued.

We seek to celebrate the abilities and achievements of every pupil, developing pride and self-belief.

We aim to meet the needs of individual pupils through quality first teaching, personalised learning, and a targeted system of intervention programmes and practical provision to support all pupils including those with special educational needs.

A rigorous system of monitoring and evaluating pupil's progress is in place which ensures that additional provision is adjusted to meet the needs of individuals and to enable them to become independent, resilient learners. There is an emphasis on early identification of needs through supportive and preventative strategies which reduce barriers to learning.

We work in a collaborative way and aim to develop effective partnerships with children and their parents or carers, utilising the support and advice of external professionals to ensure that the school can meet a broad range of special educational needs and disabilities.

At Barleyhurst Park 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 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 School?

At Barleyhurst Park 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

How does Barleyhurst Park School identify if children have special educational needs?

All teachers are teachers of pupils with special educational needs and are responsible for identifying pupils with special educational needs as early as possible. We will consider a pupil's type(s) of need after they have been assessed 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.

Across the academic year class teachers carry out a series of different assessments on a half termly basis to monitor the progress of all children. Half termly progress meetings are held between the Senior Leadership Team and class teachers. During these meetings, the progress of pupils across the school is discussed. Strategies and specialised interventions that can be used by the class teacher are suggested by the Senior Leadership Team and SENDCo 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 pupil's academic attainment or progress, the SENDCo may decide to carry out some standardised

tests to more specifically identify any areas of concern. Where specific interventions are put into place and monitored by the SENDCo following these assessments, a clear baseline is established and the tests can be re-administered on a termly basis so that progress and impact of the interventions is clearly monitored.

We encourage parents to speak openly with class teachers about their children's needs and value input from parents and carers. If parents and carers 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?

At Barleyhurst Park we operate an open door policy for all parents/ carers. We encourage parents/carers to discuss the progress of their child at Barleyhurst Park. Our SENDco is always available to meet with parents/carers.

Parents/carers can make contact via the school office by telephone or email. The school SENDco always responds to parents' correspondence as swiftly as possible.

At Barleyhurst Park *Termly Learning Conversations* are held termly in conjunction with each pupil and their class teacher. In this meeting the class teacher and pupil discuss their learning and progress across the curriculum. A written report on every pupil's progress is also issued to parents/carers termly. This will highlight strengths and areas for improvement across the curriculum.

Those pupils recognised by the school as having a Special Education Need or Disability will be recognised on the school SEND register under the category 'SEND Support'. The school SENDCo is always available to discuss their child's progress.

If your child requires additional support for a special educational need, they will often receive an Individual Education Plan (IEP) detailing the support they are currently receiving in school and outcomes we are trying to achieve through this provision. These will be shared with you, and progress reviewed, at Parents Consultation evenings in the autumn and spring terms, and an Open Evening in the summer term. A detailed annual report of your child's progress is provided in the summer term.

The IEP may also have suggested activities for you to work on at home. Extra activities at home, in addition to the normal school homework, may be recommended to support specific individual targets (for example, handwriting

practise). The class teacher or SENDCo will show you how to complete any additional activity, explain its importance and be available to give you extra advice.

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

How will my child be involved in their education?

All children receive timely feedback on their work and progress through direct verbal feedback and marking. This shows what they have achieved and what their next steps are. Children receiving support from teaching assistants will have regular opportunities to have supported reflections on their barriers to learning and individualised targets or programmes of interventions will be used.

We always involve any child with an Education, Health and Care Plan (EHC Plan) in their annual review. The format of their contribution will vary according to the child's special educational needs. The child may choose to attend part, all or none of their review but they are supported in understanding the purpose and their role in the meeting. Regardless of whether the child attends the meeting, their views will be sought and recorded before the meeting using an appropriate format, for example a video presentation on an iPad. This process will be supported by an adult that works closely with the child and their views will be shared in the meeting.

How will the curriculum and learning environment meet my child's needs?

Within each classroom, each pupil receives Quality First Teaching. This ensures that all pupils are able to access the National Curriculum. Teachers are experienced at developing and adapt their teaching to meet the varied needs of the pupils in their class.

Differentiation is the practice by which teachers at Barleyhurst Park ensure that activities are matched to pupils' abilities. This may involve the use of adult support, different resources being used or different outcomes being expected of the pupils. We approach differentiation in a range of different ways to

enable pupils to access the National Curriculum and help ensure that all pupils can experience both success and challenge in their learning.

Grouping pupils within the classroom is a source of differentiation which is changeable with chances for ability and mixed groups to maximise learning opportunities for all pupils.

Staffing at Barleyhurst Park is made up of Teachers, Higher Level Teaching Assistants and Teaching Assistants. The Senior Leadership Team manages these support staff and directs them to work in specific year groups and with specific groups or individual pupils. The use of these additional adults is carefully scrutinized by The Senior Leadership Team and SENDCo to ensure maximum impact on pupil learning, progress and engagement.

Together the SENDCo and the class teacher 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 and these change on a termly basis depending on the needs of the children. Literacy interventions may include Hornet, Sirkits and Communication cookbook. Maths interventions may include Numicon. Other interventions also take place to address specific areas of a child's development, for example fine motor skills, and programmes such as fizzy fingers may be used to develop these skills. The school sports coach also supports children with social, emotional and mental need.

Adjustments to the school or classroom environment may be needed in order to meet the needs of specific pupils for example learning stations outside the classroom environment. This may involve purchasing specialist furniture or writing equipment such as writing slopes, or may involve providing pupils with alternative methods of recording their work, for example a laptop or ipad.

How effective is the SEND provision at Barleyhurst Park School?

At Barleyhurst Park we are continually making sure that the provision we offer pupils is meeting their needs and that we are flexible in our approach to each pupils learning. Every half term, following on from discussions with a range of people, including parents/ carers, teachers and the Head teacher, the SENDco looks closely at the progress of all pupils on the SEND register. Therefore the progress of each pupil is monitored closely and provision altered where progress is not as good as we would like it to be.

At the end of every term, Senior Leadership Team and the SENDCo look 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. The data is also used to inform each year groups 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 School and encourage parents/carers to talk to staff informally or arrange more formal meetings with class teachers as needed to discuss their child's learning. The SENDCo is always available to meet with parents/ carers of those pupils with additional needs when required. All the staff at Barleyhurst Park are ready to support parents/carers in helping children continue their learning at home and share strategies and interventions used in school with parents/carers so that parents/carers can support their child's learning and progress.

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

At Barleyhurst Park we have an experienced learning mentor: Mrs Barringer who supports all children across the school. She works closely with class teachers and teaching assistants to ensure that pupils feel happy and safe at Barleyhurst Park. She liaises closely with parents/carers and is able to provide 1:1 or small group work to support any additional social, emotional and mental health difficulties. She also monitors pupils' attendance and can provide support to parents with this.

Whole school and year group assemblies cover the same themes at the same time. 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.

Our eco school council consists of members from every class in the school (apart from Foundation stage), who are voted by their peers. They meet regularly and work very closely with a senior teacher to ensure that pupils' views are listened to and considered through the school year.

How does Barleyhurst Park School support the development of my child's social and emotional development?

At our school we have one Learning Mentor, Mrs Barringer.

Our Learning Mentor supports the social and emotional development of all children, either through reflection and resolution of incidents or the teaching of specific skills.

On occasion we find it beneficial to use home/school communication books to support and encourage good behaviour choices. We have a consistent approach to expectations of behaviour across all year groups in order to prevent bullying.

Our school follows a scheme of learning called, *Learning and Life Skills* which are integral to the personal development of our children. Each half term the whole school focuses on an area. Across the year we aim to teach the pupils to become independent, resilient, stay safe, work co-operatively, be aspirational and develop good learning skills.

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

The views of our SEND children at Barleyhurst Park School are very important to us. Each pupil has the opportunity to discuss any worries or concerns with their class teacher or teaching assistant daily. They are also part of the writing and assessment of their individual learning plan (IEP). Half termly pupils review their own IEP as well as the class teacher.

We always involve any child with an EHCP in their annual review. What this will actually mean will vary according to the child's special educational needs. Participation can range from the child helping with the preparations, to attending the meet and greet / welcome part of the SEND review meeting, through to the child playing a full part in the entire SEND review meeting. 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 Teacher for Looked After Children (CLA). In order to support the needs of these pupils, the school liaises closely and seeks support from staff at the Virtual School.

What external agencies are available at or accessed by the school to support SEND children?

The SENDCo seeks advice from the Inclusion and Intervention Team of specialist teachers based within the local authority on a regular basis. We are able to make referrals to Speech and Language Therapists and the School Nursing Team is able to support the school with referrals to additional health services including Occupational Therapists. Our SENDCo supports parents with referrals to the community paediatricians and mental health agency known as CAMHS. We are able to provide written evidence for parents to detail any provision that a child is having at school. We will contribute to any external agency assessments and use any strategies recommended to improve our provision.

The Local Offer is a directory of information that helps families to find and access support and, through getting families feedback on the Local Offer, will become a useful tool in considering what services need to be changed and developed. 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 Milton Keynes council website.

The school works closely with agencies delivering the Local Offer and makes reasonable adjustments to support pupils across other schools.

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

All our class teachers have jointly received training focusing on a range of different areas of SEND, for example ASD. The SENDCo also leads whole school training on specific areas of SEND, for example FACT training or sign along.

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 schools, for example Fizzy Fingers.

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 Senior Leadership Team and SENDCo. We encourage and appreciate 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 to meet with parents before, during and after school to discuss their child's needs as requested.

Parents of pupils with EHCPs are invited in to the annual review meeting with the SENDCo, class teacher and any teaching assistants working in school with the child.

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

At Barleyhurst Park 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 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/carers to ensure that where possible all pupils are able to participate in all activities. Pupils who require additional support will be given 1:1 support from a teaching assistant.

How accessible is the school environment?

Barleyhurst Park School teaching areas are all on one level. There is a disabled toilet on site. Reasonable adjustments would be made to support any children with additional needs in our care from our SEND budget. Please see our Equalities and Cohesion Policy on our school website:

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

The Class Teacher

Relationships are built up between school teaching support staff, teaching staff and parents informally on a day-to-day basis. If any concerns arise about your 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 (Special Educational Needs and Disabilities Coordinator): Mrs Wolfe

Further conversations between the SENDCo, the class teacher and parents can be arranged as appropriate to discuss any developing needs. The SENDCo is responsible for coordinating any additional support that your child may need.

Headteacher: Mrs 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 the school can best meet your child's needs.

SEND Governors: Mrs J Dyer and Mrs C Davidson

Our SEND Governors supports the school in ensuring that the needs of all children are met in line with the SEND Code of Practice (2014).

Other local services:

Milton Keynes SEND information, Advice and Support Service (SEND IAS) - 01908 254518.

This is a service offering confidential and impartial information, advice and support to all families in Milton Keynes who have a child with educational needs or disability.

Children and Families Practice central -01908 253169 or 01908 253170

This is a team of experienced staff offering early help and family based support and advice.

Please follow the link below to our school website where you will find the following policies and procedures that you may wish to read:

- Special Educational Needs and Disabilities (SEND) Policy
- Behaviour Policy
- Child Protection Policy
- Curriculum Policy

School website

<http://www.barleyhurstpark.com>

If you wish to make a complaint about any aspect of the SEND provision at Barleyhurst Park School, please do so by consulting the procedures detailed in our Complaints policy. This can be found on our school website by following the link above.

How will the school prepare and support my child when they join Barleyhurst Park School, transfer to a new school or move on to the next stage of their education?

Starting in Foundation stage

For children that start Barleyhurst Park in foundation stage, parents and carers are offered the following during the Summer Term before they begin in September:

- Two play sessions at Barleyhurst Park to spend some time with their new class. This visit will also include meeting the class teacher and teaching assistants.
- Pupils are invited to a teddy bears picnic with their parents/carers.
- For pupils with any additional needs, the SENco will also visit the pupil in their current setting to enable conversations between current staff.
- For pupils that have an EHC Plan, there will be an agreed series of transition visits and meetings organised by the SENco to ensure that arrangements are in place for the child's transition Barleyhurst Park. These meetings will involve Barleyhurst Park School staff, staff from the current provision and parents/carers.

Additional visits can be organised if appropriate for any pupils so that they can become more familiar with Barleyhurst Park and the staff before September. Transition documents are also given to pupils needing additional support, such as social stories.

Joining Barleyhurst Park School at other times

When pupils join Barleyhurst Park School in-year, the SENDCo always try to ensure that they liaise with the child's previous school if the child has any additional needs. The Head Teacher and SENDCo also aims to meet with the pupil's parents prior to them starting at Barleyhurst Park if possible. This helps to ensure a smooth transition and helps the school prepare for the pupil starting Barleyhurst Park.

For pupils who have an EHC Plan, there will be an agreed series of transition visits and meetings organised by the SENDCo to ensure that arrangements are in place for the child's transition into Barleyhurst Park School. These meetings will involve Barleyhurst Park staff, school staff from the pupil's previous setting and parents.

Moving to Secondary School

During the Summer Term before pupils move to Secondary School, the SENDCo will ensure that transition arrangements are in place for pupils with additional needs. Meetings may be held with the SENDCo of Barleyhurst Park and the SENDCo of the pupils' new school to discuss the pupils' needs. These meetings may also involve the class teachers. For those pupils with an EHC Plan, the SENDCos from both schools will meet to discuss some additional transition visits for pupils as appropriate. Any teaching assistants that support the pupil at Barleyhurst Park will also be involved in this transition process.

For those pupils transferring to other schools, the SENDCo will liaise with the SENDCo from these schools to organise an individual transition schedule as appropriate to the needs of the pupil.

How does the school use its resources to support a child with additional needs?

The SEND Budget is allocated each financial year to support additional needs throughout the school. The money is used to provide additional resources or support, dependent on need. It is used to provide:

- Specialist equipment to support a specific need (for example, writing slopes, coloured overlays etc)
- Additional intervention programmes and associated resources (for example, Numicon)
- Teaching assistants to support individual and small group learning

Children with an EHC Plan or Statement of Special Educational Need will be provided with support and resources specified.