



Special Educational Needs: School Information Report 2021 – 2022

Barningham CEVC Primary School will make all reasonable endeavours to provide this support. Ofsted Inspection June 2019 stated: 'Teachers' careful planning meets the specific needs of individual pupils. Teaching assistants are assigned to provide support where they are most needed and can have the most impact.' 'The school promotes equality and diversity well, and prejudice-related incidents are extremely rare. All groups of pupils take part in all activities, where the learning needs of individual pupils are planned for very well.' 'Teaching assistants provide effective support to pupils. They work closely with teachers and they understand the needs of the pupils they are supporting. Their careful explanations of tasks and effective questioning support pupils with SEND to make good progress.' 'Pupils with SEND and those who are disadvantaged make good progress from their starting points. Individual needs are promptly identified, and teachers and teaching assistants work effectively together to support these pupils both in class and through well-targeted individual and small-group work.'

1. Who are the best people to talk to about additional support?

- Class teacher
- SENCO: Mrs Orchard
- Head Teacher: Miss Hunter

2. What is the current percentage of children with Special Educational Needs/Difficulties (SEND) in the school?

17.24%

3. How does the school identify children who may need SEND support?

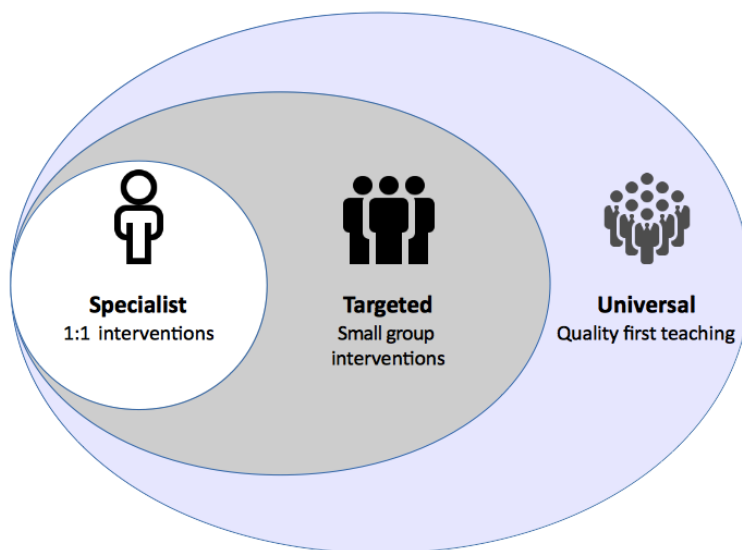
- A child has a Special Educational Need/Disability (SEND) if he or she has a learning difficulty, or disability that means he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.
- Assessments used include half termly reading, writing and maths; Foundation Stage baseline assessment; Phonics Screening in Year 1; Key Stage 1 statutory assessments in English and Maths; PUMA maths; Young's' Spellings (for years 1–6) & PIRA comprehension and statutory assessments at the end of Year 6.
- Information sharing (by teachers, support services, parents/carers, pupil involvement) is done informally through our Open Door policy; annual school reports; agency or specialist meetings (Speech and Language, Behaviour Support or Educational Psychologist) and through parent evenings. All teachers and the SENCO are happy to meet with parents to discuss pupil progress or concerns as they arise. We all believe that early intervention and discussions benefit the child, family and school. Pupils are involved in setting termly targets in reading, writing and maths. These targets are shared with parents.

4. What are the different types of support available?

- Suffolk County Council provides a range of specialists and agencies who support the needs of all children, including those with additional needs. These can be found at: www.suffolklocaloffer.org.uk



- The school offers a number of intervention strategies to support effective learning for all children. The primary support is reached through Quality First Teaching (QFT) across the school. Teachers and Teaching Assistants (TAs) receive regular training and support to develop their subject knowledge and teaching skills.
- Lesson planning and observations are monitored by the Head Teacher and Senior Leadership Team (SLT), who are themselves accountable to the Governing Body. Teachers ensure that their lessons are fully resourced with different tools to meet the variety of learning styles in a class: visual, kinaesthetic, oral, etc. They have clear Learning Objectives (LO) and Success Criteria to complete their work. Marking and Feedback gives children positive and well defined next steps to improve. The SENCO has achieved the National Award for SEN.
- The school has an ELKLAN (language and communications) and ELSA (Emotional Literacy Support Assistant) trained TA. The school uses the Nuffield Early Language Intervention scheme in Early Years to promote language and communication skills. For more specific issues, such as number or spelling, the school has target groups, run by TAs, such as 'Toe by Toe' and 'Beat Dyslexia'.
- Each class has a TA for every morning. TAs are used to hearing children read, up-level or pre-teach target groups or run small nurture groups. An SEN TA works with highlighted children on developing motor skills, handwriting, and early number work and language acquisition. Pupil Premium children receive support from TAs funded through the Pupil Premium scheme.
- We assess each child and provide personalised support within three levels:



- Universal:
 - Parents' evenings
 - End of year reports
 - Quality first teaching
 - Differentiation.
- Targeted:
 - Breakfast Club – free access
 - After School Club – free access
 - Small-group interventions for example – speech and language, pre teaching, vocabulary development



- Specialist:
 - Annual review for children with an EHCP
 - Education and Health Care Plan Assessment (EHCP)
 - 1:1 interventions
 - Involvement and support from the Specialist Educational Service (SES)
 - Other outside agencies

5. How is extra support allocated to children?

- SEND budget is used to purchase resources, train staff or access specialist teachers
- SENCO, senior leaders, teachers discuss, review and deploy staff and resources as appropriate and outlined in the School Development Plan (SDP).
- Pupil Premium (Free School Meals and Service Children) funding is also used to support these target groups of children.

6. How will we measure the progress and review provision for your child?

- Standardised school assessment in Literacy and Numeracy
- Reading/ Spelling age tests
- Annual Review for children with an EHCP
- Lesson Observation
- Work scrutiny
- Involving children/parents in monitoring and review.

7. How can I tell the school I am concerned about my child's progress or wellbeing?

Your first step should be to speak to your child's class teacher. If you feel that additional support is needed beyond the universal level of provision, please speak to the Special Educational Needs Coordinator (SENDCO), Mrs Orchard, through the school office or email: admin@barningham.suffolk.sch.uk .

8. How does the school work with me as a parent in discussions about my child and their learning?

- We invite all parents and carers to attend a Parents' Evening in October/ November and February/ March. We send home an Annual Report in July.
- We offer an Open Door policy so that we can accommodate all parents, remaining sensitive to the needs of working parents and carers. Any appointments should be made through the school office.
- We contact parents and carers if we have any issues or concerns as soon as possible. We are aware of the need for discretion, confidentiality and respect when communicating these concerns.

9. How do we involve young people with SEND in discussions about their education and support?

- Regular Pupil Perceptions ask children about their learning and progress.
- Our Marking and Feedback Policy involves pupil engagement at all times, so that they feel empowered and involved in each step in their learning.
- Children with EHCP are involved in discussions and setting targets. The EHCP is shared and signed by the child, parent/ carer and class teacher to ensure that everybody has a say.



10. How are adults in school helped to work with children with SEND and what training do they have?

- SENCO offers advice on Quality First Teaching, adaptations and scaffolding, as required by the Teachers' Standards. Every teacher is a teacher of children, including those with additional needs.
- Specifically trained teachers/ TAs are used to target key children. If a child comes into school with a specific need for example with their Speech, ADHD, ASD, Dyslexia etc the SENCO will arrange for specialist training for all of the staff as quickly as possible.

11. How will the teaching and curriculum be adapted for my child with SEND?

- By using a visual timetable and now and next boards
- By providing concrete resources, such as 100 maths square, writing frames, coloured overlays or word banks
- By adapting work
- By putting scaffolding around the task in place in order for the task to be accessible
- By allowing for individual learning styles in planning
- By teaching children to create Mind Maps and other planning strategies
- By using tools to develop memory or language
- By providing quiet space for pupils with behaviour issues
- By using large print text for assessments
- By using coloured paper/overlays for Irlen
- By providing checklists.

12. Which other services are provided for children with SEND?

- Psychology Service (EP)
- Speech and Language Therapists (SALT)
- Occupational (OT) and Physiotherapists
- Paediatricians
- Specialist Education services (SES) – Communication and Interaction (CI), Cognition and Learning (CL), Social Emotional and Mental Health (SEMH), Physical/Sensory (P/S)
- School Medical Services-School Nurse/GP
- Primary Mental Health Worker (PMHW)
- Suffolk Children and Young People's Emotional and Wellbeing Hub
- Family Support Practitioners (FSP) and Family Support workers (FSW)
- Others as appropriate.

13. How is Barningham CEVC Primary School accessible to children with SEND?

- Teachers are sensitive to the needs of children with Specific Learning Difficulties (SpLD) through having a Dyslexic Friendly Approach.

14. How will we support your child when they leave our school or move into another class?

- Transition days are held in the summer term in consultation with parents and carers
- The SENCO will facilitate meetings for individual children, if required
- Progress and assessments are shared
- All data, reports, learning plans and reviews are sent to the new school
- One-page profile are used across the school to help teachers understand the needs of every child



- Regular staff meetings focus on SEND
- Teachers liaise and share information to the next teacher and TAs.

15. Where else can I find support information as a parent of a child with SEN?

You can read our school policies on relevant issues and find out more information from other sources by clicking on the link below:

- Behaviour Management and Anti Bullying policy
- Complaints procedure
- Equal Opportunities
- Local authority local offer www.suffolklocaloffer.org.uk
- Safeguarding and Child Protection
- Administering Medicine policy
- SEND policy.

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