



Special Educational Needs: School Improvement Report (Local Offer) 2017 - 2018

Barningham CEVC Primary School will make all reasonable endeavours to provide this support: Ofsted Inspection November 2015 stated that: 'High-quality support enables disabled pupils, those who have special educational needs and disadvantaged pupils to thrive and make good progress.'

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

- Class teacher
- SENCO: Mrs Parr
- Head Teacher: Mrs Parr.



2. What is the current percentage of children with Special Educational Needs (SEND) in the school? 8%

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

- A child has a Special Educational Need/ Difficulty 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; Salford Reading and Reading Comprehension (once a term); Young's Spelling (once a term); Progress in Maths (PUMA); Standardised Assessment Tests (SATs in Y2 and Y6); Early Years Foundation Stage Assessment; Year One Phonics Diagnostic; Progress in English and Mathematics (PiE and PiMs).
- Information sharing (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: <https://www.access-unlimited.co.uk/education/special-education-needs/> 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. The SENCO (Special Education Needs Co-Ordinator) has achieved the National Award for SEN. Children are taught how to use Mind or Concept Maps to plan their work.

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.

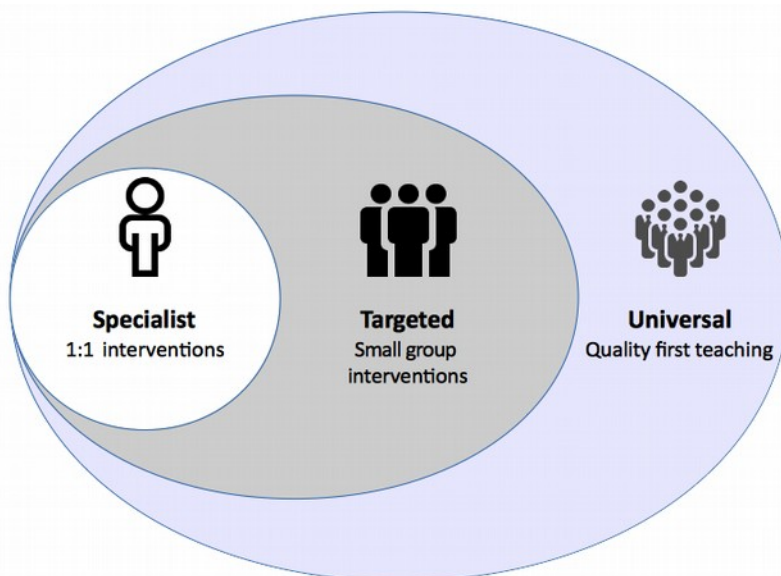
The school has an ELKLAN (language and communications) trained TA. The school uses the Every Child a Talker scheme in Early Years to promote language and communication skills. For more specific issues, such as number or spelling, the school has target groups, run by TAs, such as Toe by Toe, Power of 10 and Dancing Bears.

The whole school uses Talk4Writing, which involves children creating simple story maps to read and follow, full of actions and prompts. The school uses very practical and visual resources such





as the Singapore Bar Method and Primary Advantage (Hackney) Maths to teach maths; children need a practical; concrete; abstract approach to secure their understanding. The Early Years Teacher and the Key Stage 1 TA are trained to follow the Fischer Family Trust Phonics Programme. Each class has a TA for every morning. TAs are used to hear children read, uplevel 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. The school offers a specialist teacher for a group of children – ranging from Able, Gifted and Talented (AG&T) to target groups. 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 etc.
- **Targeted:**
 - Gym Trail
 - Breakfast Club
 - After School Club
 - Small-group interventions etc.
- **Specialist:**
 - Annual review for Statement children
 - Education and Health Care (EHC) plan
 - 1:1 interventions etc.



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?**



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



We ask all parents and carers about their engagement in all aspects of learning in school through a questionnaire and the results are published on the school website. We will invite all parents and carers to attend a Parents' Evening in October/ November and February/ March. We will send home an Annual Report in July. We will set termly targets for

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



Each child, regardless of age or ability, is given a Learning Target in reading, writing and maths. It is anticipated that older pupils will be involved in setting and assessing these targets to make them more meaningful. Regular Pupil Perceptions ask children about their learning and progress. Our Marking and Feedback Policy requires pupil





12. Who are the other people providing services to children with SEND?

- Speech and Language Therapy (SALT)
- Behaviour Support Service (BSS) - includes County Inclusive Resource CIR
- County SEND Advisory Team
- Occupational Therapy (OT)
- School Nursing Team
- Child Development Centre (CDC)
- Educational Psychology
- Other specialist services as required.



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

There is a wheelchair access through a number of doors. There is a sound system in the hall. Teachers are sensitive to the needs of children with dyslexia through font and background colour on the Interactive White Boards and offering coloured reading filters and paper.



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 and reviews are sent to the new school
- One-page profile/ Pupil Passport are used across the school to help teachers understand the needs of every child
- Regular staff meetings focus on SEN
- Teachers pass on 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 links below:



- Anti-bullying policy
- Behaviour Management policy
- Complaints procedure
- Equal Opportunities
- Local authority local offer
<https://www.access-unlimited.co.uk/education/special-education-needs/>
- Looked After Children
- Medicine policy
- Parent partnership link
- SEN code of practice
- SEND policy.

January 2018