

Barnsole Primary School

SEN Information Report



Approved by:	Jonathan Smales	Date: February 2024
Last reviewed on:	February 2024	
Next review due by:	February 2025	

Barnsole Primary School is a unique and diverse learning community located in Gillingham that provides the best possible support in enabling pupils to achieve their best. We are proud that equity, equality and inclusion are embedded in our ethos and that we are a school where all families are welcomed without exception.

We offer each child an education, which inspires and prepares them for academic and personal success, both now and in the future. We believe that children thrive when they feel consistently happy and safe at school and all staff and Governors share this belief. Regardless of their ethnicity, faith, attainment, age, gender, disability or background Barnsole Primary School supports all children to reach their full potential.

This SEND Information Report sets out our provision for pupils with special educational needs and/or disabilities throughout their time at Barnsole Primary School. It explains how we support these children to enable them to make the best possible progress in school and prepare them for their next stage of education. In the support we offer any pupil with SEND we fulfil the statutory duties and best practice guidelines set out in the Department for Education Code of Practice for SEN 2014 (Last updated 30 April 2020). We will do this in full partnership with you and your child.

At Barnsole Primary School, all children are supported by all staff across the whole school. Children who need additional support to access their educational experiences are supported by the Inclusion Team, which consists of:

- Mrs Stevens, Key Stage 2 SENCO and Inclusion Lead
- Mrs St.Clair, EYFS Key Stage 1 SENCO
- Mrs Kirtley, Learning Mentor and ELSA (Emotional Literacy Support Assistant)
- Mrs Leicester, Learning Mentor and Behavioural Practitioner
- Mrs Gustavina, Learning Mentor and Drawing and Talking Therapist.
- Mrs Freeman, Learning Mentor and Forest School Practitioner
- Mrs Kagan, Pastoral Support Manager and Attendance Officer
- A strong, dedicated team of Teachers and Teaching Assistants

Below are some questions to help you to understand how Barnsole Primary School supports pupils in the school.

1. How does Barnsole Primary School support all the pupils in the school?

All staff follow this 4 Step Whole School Provision Plan

PARENTS				
Step 1: Universal Quality First Teaching	Step 2: Targeted Interventions	Step 3 Professional Specialist	Step 4 School Based Plan	SEN Areas of Need
Adapted activities, delivery and outcome. Widget: dual coded visual prompts/word banks, sentence Starters Task Boards Mind Maps Kagan Strategies: Timed, Pair, Share; Rally Robin; Rally Coach; Round Robin	Precision Teaching Little Wandle Colourful Semantics Daily Reading	Referral to the Inclusions Team Specific Learning Difficulty Assessment Numeracy Assessment Reading Benchmark Phonics Screening Memory Screening Referral to Educational Psychologist	Targets to be written with the SENCOs and shared with parents and child. To be reviewed termly.	<i>Cognition and Learning:</i> Global Delay/Learning Difficulty Dyslexia Developmental Coordination Disorder Auditory Processing Disorder Global Developmental Delay Downs Syndrome
Visual timetables Simplified/Modified language Children to repeat back instructions Increased visual aids Widget resources	Colourful Semantics Attention Autism Intensive Interaction Chatterbugs ASD Understanding diagnosis Blank Questioning	Referral to the Inclusions Team Speech and Language Link Language for Learning Referral to Speech and Language Therapist. Marlborough Outreach Team	Application for EHCP	<i>Communication and Interaction:</i> Autism Spectrum Condition (ASC) Speech and Language need Developmental Language Disorder
Behaviour Ladder/clouds Whole school / class rules Self-Regulation Dial Enable Table resources Heavy work/movement breaks Social Stories	Lego Therapy ADHD:Understanding diagnosis	Referral to the Inclusions Team Referral to Educational Psychologist Referral to school nurse Referral to Fortis Trust Triple P Parent Training Drawing and Talking Woodlands School		<i>Emotional, Social and Behavioural:</i> Attention Deficit Hyperactive Disorder ADHD/ADD/Combined Obsessive Compulsive Disorder (OCD) Oppositional Defiance Disorder (ODD) Adverse Childhood Experiences (ACE) Attention Deficit Disorder- (ADD) Attention Deficit -Hyperactivity Disorder (ADHD) Tourette Syndrome
Sensory circuits Sensory Diet Writing slopes Pencil grips Ear Defenders Fiddle toys Wobble Cushion Weighted Snake/blankets	BEAM/ FIZZY Thera-putty Intervention Sensory Circuits Sensory Room or tents Calming boxes Heavy work Movement Break	Referral to the Inclusions Team Fine and Gross Motor Checklist Referral to Occupational Therapist Hearing or Visual Impairment Team		<i>Sensory and Physical:</i> Visual Impairment Hearing Impairment Physical Disability Sensory Processing Difficulties Auditory Processing Disorder PICA-Feeding Disorder

- **Step 1:**
Pupil's needs are initially met through Quality First Teaching. Staff will adapt their lessons and provide a range of resources to meet the needs of their class.
- **Step 2:**
If pupils are not making adequate progress in specific areas then they receive evidence-based interventions to help close any gaps in their learning. These 6-week interventions are reviewed termly.
- **Step 3:**
Once steps 1, 2 and 3 have been planned, administered and regularly reviewed, a pupil may need further observations from the Inclusion Team and/or other professionals.
- **Step 4:**
If a pupil is still making limited progress they will be added to the SEND register, with parental consent. The pupil's progress will be closely monitored and the SENCO may recommend an application for Statutory Assessment (EHCP). This will be undertaken in consultation with parents.

2. How will Barnsole Primary School support pupils with SEND?

- Each pupil's school-based plan will be planned by the class teacher and the SENCO. It will be differentiated accordingly and will contain targets to address their specific needs. These targets will be administered 1:1 or in a small group by the teachers or the teaching assistants. These targets are reviewed and amended each term. The teacher will share and agree the school-based plans with parents/carers each term.
- The SENCOs and Learning Mentors can conduct classroom observations to help ascertain where a child may be having difficulties and suggest some recommendations to the class teacher to try. These are then reviewed and reflected in the pupils' targets on their school-based plan.
- Occasionally a pupil may need more expert support from an outside agency, such as the Children's Therapy Team or a Paediatrician. Referral forms are completed in conjunction with parents/carers and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers. These will be included as part of the targets on a pupil's school-based plan.

3. Who will support pupils with Special Educational Needs and/or Disabilities?

Class Teacher Your child's class teacher is the first point of contact	The Class Teacher is responsible for: • Making sure that all children have access to quality first teaching with a broad and balanced curriculum that is adapted to meet your child's individual needs. • Monitoring the progress of your child and identifying, planning and delivering any additional support your child may need. • Creating School Based Plans for children who require more individualised support. This will be created in partnership with the SENCO. • Ensuring that School Based Plans are shared termly and other reports are shared with you when needed. Key information will also be shared at Parent Evenings. • Ensuring that all members of staff working with your child are aware of your child's individual needs and/or adaptations and support works best for them in order to make progress. This may involve adaptation and adjustments to the curriculum and teaching and/or at times the wider team, specialist support staff and individually planned work and resources. • Ensuring they adhere to Barnsole Primary School's SEND Policy and that this is fully reflected in their teaching <i>How to contact your child's class teacher:</i> contact can be made via the school office or by speaking to the teacher at the end of the day to
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	<i>arrange an appointment.</i>
The Special Educational Needs Coordinator (SENCO)	The SENCO is responsible for: • Coordinating all support for children with Special Educational Needs and/or disabilities (SEND). • Ensuring that parents/carers are fully involved in their child's learning and decision making regarding their SEND. • Liaising with external agencies e.g. Speech and Language Therapists, Educational Psychologist Occupational Therapist etc. • Providing specialist support and appropriate training for teachers and teaching assistants. • Supporting the class teachers to write targets on the school-based plans for children with SEND. • Identifying and collating information for Education, Health and Care Plans when needed. <i>How to contact your designated SENCO, SENCO's wherever possible, are available on the school gate at the beginning and the end of the day so that you can speak with them to arrange an appointment. Alternatively, you can speak to the class teacher to arrange for the SENCO to contact you, or telephone the school to make an appointment</i>
Teaching Assistants and Higher Level Teaching Assistants (HLTAs)	Teaching Assistants and HLTAs are responsible for: • Working alongside your child's teacher and SENCO to support all children's learning needs. • Teaching Assistants may be allocated to work with a pupil with special educational needs and/or disabilities, or may provide specialist support in a particular area, such as speech and language therapy. • A child may receive support from a number of adults, you will be informed of any additional interventions your child is receiving. A conversation with the class teacher or year group lead will give you a full overview of this support.
Learning Mentors	The Learning Mentors are responsible for: • Working with children on a 1:1 or small group basis, depending on their needs. • They support children with SEND with their social, emotional and mental health needs along with their academic needs. • The Learning Mentors each have their own specialist areas. • Children are referred to the Learning Mentors via the SENCO.
Executive headteacher/ Headteacher	The Executive Headteacher/Headteacher is responsible for: • The day-to-day management of all aspects of the school, which includes the support for children with SEND. • The Headteacher must make sure that the Governing Body is kept up to date about all issues in the school relating to SEND.
SEND Governor	The SEND Governor is responsible for: • Making sure that Barnsole Primary School has an up to date SEND report. • Making sure that Barnsole Primary School has appropriate provision and has made necessary adaptations to meet the needs of children in the school. • Making sure that the necessary support is made for any child who attends the school who has SEND. • Conducts visits to understand and monitor the support given to children with SEND.

4. How will the curriculum be matched to the pupil's needs?

- When a pupil has been identified with special needs, their work will be differentiated by the class teacher to enable them to access the curriculum more easily, this differentiation may be provided through scaffolded work or appropriate resources.
- Teaching Assistants (TAs) may be allocated to work with a pupil, 1-1 or in a small focus group, to target more specific needs.
- Appropriate specialist equipment may be given to a pupil e.g. writing slopes, pen/pencils grips or easy-to-use scissors.
- Outside agencies and other professionals can be contacted and will help develop programmes of study that the school can follow to help support a pupil.

5. What arrangements are made to enable my child to benefit and take advantage of the full school curriculum?

- We prepare children for new experiences and provide extra support for children who find changes and transitions difficult.
- We vet venues for school visits for accessibility for all pupils.
- We use accessible coaches for trips out.
- Adjustments are made for pupils with SEND to support their full participation in all aspects of school life

6. How will I know how a pupil is progressing?

- A pupil with SEND will have a school-based plan and targets are written and reviewed by the SENCO and the class teacher, these will be shared and agreed with parents/carers on a regular basis, throughout the academic year. These appointments will be arranged by the class teacher.
- You will be able to discuss pupil progress at Parents Consultation Evenings.
- You may have brief discussions with the class teachers at the end of the school day, if they are available. However, appointments can be made, via the school office, to speak in more detail to the class teacher. They may arrange a follow up appointment with the SENCO, if necessary.

7. How will you help me to support my child's learning?

- The class teacher may suggest ways of supporting a pupil's learning through messages, parents' evenings or additional meetings arranged, when necessary.
- The SENCO may meet with parents/carers to discuss strategies to use if there are problems with a pupil's academic progress, social, emotional and mental health needs – which may be impacting on learning or a pupil's well-being.
- Outside agencies or professionals who need to assess a pupil will seek parental permission first. Any suggestions and programme of study can be sent to parents/carers for them to use at home.

8. What support will there be for the pupil's overall well-being?

- Members of staff, such as the Class Teacher, Family Liaison Officer, SENCOs and Learning Mentors are readily available for pupils who wish to discuss issues and concerns. Social skills and emotional well-being groups are run by various Teaching Assistants with suitable experience.
- Pupils who find lunchtimes difficult are able to join Lunchtime Clubs run by Learning Mentors. These nurture provisions provide a quiet space where children can participate in calming activities and socialise with their peers in a structured environment.
- The Satellite Room, Orbit Room and Sensory Room provide a calm, nurturing environment for pupils to learn, enhance their well-being and help them to regulate their emotions.
- If a pupil has a specific medical need then a detailed Care Plan is compiled with health professionals in consultation with parents/carers, SENCOs, designated teachers, teaching assistants and administrative staff. Care plans for each pupil are kept in each designated year group class, so all adults have access to them.
- Staff will receive training from medical professionals when necessary.
- Where necessary, and in agreement with parents/carers, medicines are administered in school but only where a signed Medi-Care plan is in place to ensure the safety of both pupil and staff member.

9. Which specialist services and expertise are available at, or accessed by, the school?

- Child Protection Advisors
- Children's Therapy Team (Speech & Language/Occupational Therapy)
- Community Paediatricians
- Communication and Interaction Team
- Educational Psychologist
- Fortis Behaviour Outreach
- Inclusion Team
- MAGIC (Medway Autism Group & Information Centre)
- Marlborough Outreach
- NELFT (Emotional Wellbeing Mental Health Service for children and young people)
- PASS (Physical & Sensory Service) to support pupils with hearing/visual Impairment
- School Nurse
- Social Services
- Student Support Groups (SSG)
- SEAAS (South Eastern Attendance Advisory Service)

An Educational Psychologist, Speech and Language Therapist and Occupational Therapist are allocated to the school. They would normally only work directly with pupils who have been referred by the SENCOs, with parental consent.

10. What training do staff receive to support children/young people with SEND?

- All staff have received some training related to SEND. The school also has Teaching Assistants who have received training which enable them to deliver more specialised support.
- Some Teaching Assistants are able to deliver Speech and Language programmes written in consultation with the Children's Therapy Team and the school Speech and Language Therapist.
- Additionally, we have Teaching Assistants who are able to support pupils with fine and/or gross motor skills problems. They deliver BEAM (gross motor), Fizzy (fine motor) and Sensory Circuits as appropriate. Some have also been trained to administer Precision Teaching, an intervention aimed at improving recall of spellings, reading and numerical facts, such as, number bonds and time tables and Chatterbugs, an attention and listening intervention aimed at pupils in EYFS.

11. How will pupils be included in activities outside the classroom including school trips?

- Risk assessments are carried out and procedures put in place to enable all pupils to participate.
- When deemed necessary, if an intensive level of 1:1 support is required, a parent or carer may be asked to accompany their child during the activity in addition to the usual school staff. This will be negotiated between school and parents to support the highest level of learning independence.

12. How accessible is the school environment?

- Please refer to our Accessibility Plan. As a school, we are happy to discuss individual access requirements.

13. How will the school prepare and support pupils when joining Barnsole Primary School or transferring to a new school?

- Barnsole Primary School understands what a stressful time moving schools/classes can be therefore many strategies are in place to enable the pupil's transition to be as smooth as possible.
- Meetings can be conducted between the previous or receiving schools prior to a pupil joining/leaving.
- Additional visits can be arranged for pupils who would benefit from an extra visit before they transition to their new school.
- The SENCOs are always willing to meet parents/carers prior to pupils joining the school.
- Secondary school staff visit pupils prior to them joining their new school and Mrs Stevens meets the SENCOs from the secondary schools to pass on information regarding SEND pupils, alongside the Year 6 teachers. Where a pupil may have more specialised needs, a separate meeting is arranged with Mrs Stevens, the secondary school SENCO, the parents/carers and where appropriate the pupil.

14. How can Barnsole Primary School support you, as a parent of a child with a special educational need and/or disability?

- We would like you to talk to your child's class teacher regularly so we know what your child is doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support them both at home and school and can share what is working in both places.
- The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be provided to you in a report and the class teacher will share the report with you. The SENCO will also be available to discuss reports further.
- If your child has a School Based Plan they will be reviewed termly and targets shared with you.
- A home/school information tick sheet may be used to support communication with you, when this has been agreed to be useful for you and your child.

In addition:

- We regularly hold workshops for parents for all children in the school, for example in relation to reading, phonics or maths.
- We will be happy to consider any ideas that you may have to further support your child

14. How can Medway support children with Special Educational Needs and Disabilities and their families?

- Medway's Local Offer gives information and advice for children and young people aged 0 to 25 with special educational needs and disabilities (SEND) and their families.

- Medway's Local Offer provides information about the services available to children, young people and their families across Education, Health and Social Care.
- Knowing what is out there and having the right information in one place gives you more choice and therefore more control over the services you use.
- We have developed our Local Offer in partnership with parents, carers, young people and professionals. This work will carry on as we continue to review the site to make sure that services are easy to find and understand.

Medway's Local Offer will:

- Give you information about Education, Health and Care services
- Give you information about leisure activities and support groups
- Hold all the information in one place
- Be clear, detailed, accurate and accessible
- Make it easier to find out what you need to know
- Help you to find the nearest and most suitable services
- Make service provision more responsive to local needs and aspirations

You will find access to the Medway Local Offer here:

https://www.medway.gov.uk/info/200307/local_offer/831/about_medways_local_offer

If you have further questions please do not hesitate to contact the school.

Telephone: 01634 333400

Email: office@barnsoleprimary.medway.sch.uk

Visit our website www.barnsoleprimary.medway.sch.uk