



## Barnsbury Primary School and Nursery

### School Information Report

#### Questions

1	<p><b>How does the setting / school / college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?</b></p>	<ul style="list-style-type: none"> <li>• The progress of all pupils is rigorously monitored in all subjects of the curriculum.</li> <li>• This progress is evaluated during tracking meetings held termly.</li> <li>• Action will be taken on behalf of any child that is recognised to be underperforming in their learning development or where there is an emotional need. Additional input or intervention will be used as appropriate to give each child the opportunity to progress.</li> <li>• Class teachers are the first point of contact for any parent who has a concern. We have an open door policy and encourage parents to speak to the class teacher either when dropping off or picking up their child.</li> <li>• If parents have further concerns, we encourage them to contact the school office to arrange a meeting with the SENCo.</li> </ul>
2	<p><b>How will early years setting / school / college staff support my child/young person?</b></p>	<ul style="list-style-type: none"> <li>• The Head teacher, Inclusion Leader and Senior Leadership Team play an active role in monitoring the quality of our SEND (Special Educational Needs and Disability) provision:</li> <li>• The governors also have an active role in understanding and monitoring SEND provision. The Inclusion leader meets termly with the Governor for SEND to discuss SEND within the school.</li> <li>• All additional support that is in place for children with SEND is overseen by the SENCo, who is available to offer support and guidance to teachers and support staff to ensure that they are confident</li> </ul>

		<p>of meeting the needs of children with SEND effectively in the classroom environment;</p> <ul style="list-style-type: none"> <li>• Interventions will be put in place for children who need extra support and progress will be tracked closely to monitor attainment.</li> </ul>
<b>3</b>	<b>How will the curriculum be matched to my child's/young person's needs?</b>	<ul style="list-style-type: none"> <li>• Differentiation, which is how lessons are structured, takes into account the levels of individuals to ensure that all children have the opportunity to make progress through the delivery of activities in each subject.</li> <li>• Teachers take into consideration different strengths of individuals and will organise their groups in a variety of ways. This can include through ability, gender, mixed ability, partner and friendship groups.</li> <li>• Within our Teaching for Learning policy it is clear that the expectations on staff to deliver an effective curriculum are fundamental if all children are to be given the right to make progress including those with SEND.</li> <li>• The development of the 'whole child' is central to our philosophy and the curriculum package that we have developed is consistent in meeting our pupil's developing needs.</li> </ul>
<b>4</b>	<b>How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?</b>	<ul style="list-style-type: none"> <li>• Progress for all children is shared regularly at parent's evenings when there is opportunity to meet with the class teacher discuss progress and identify the next steps in their learning. Parents are given a copy of the latest targets that their child is working on so that they to can support this progress.</li> <li>• Regular contact can be maintained through the reading diary which is looked at daily by classroom staff.</li> <li>• Every half term parents receive topic planners, which outline the areas of learning that will take place in the coming half term.</li> <li>• There is a weekly newsletter that is sent out to all parents which gives up to date news about school life, notices for parents and updates.</li> <li>• EHCP reviews are held in line with statutory timescales and involve relevant professionals and parents.</li> <li>• Parents are invited to attend meetings with outside agencies to discuss their recommendations.</li> <li>• We have a Home School Link Worker (HSLW) who is able to support families, parents and carers or identify and direct them to other agencies and external support.</li> </ul>
<b>5</b>	<b>What support will there be for my child's/young person's overall well-being?</b>	<ul style="list-style-type: none"> <li>• All staff are trained to provide a high standard of pastoral support as we firmly believe that 'happy children learn best'.</li> <li>• Our Values Education Programme underpins everything that we do at our school. It provides the strong roots for all future development and learning.</li> <li>• We have two members of staff who are trained as Emotional Literacy Support Assistants (ELSA). They provide 1:1, pair or group interventions to provide children with time to talk or gain strategies to deal with situations or feelings.</li> <li>• Worry monsters are available in each class for children to share worries and concerns which will be followed up by the class teacher.</li> <li>• All staff complete First Aid training. There are also some key staff who have completed the full</li> </ul>

		<p>paediatric First Aid training.</p> <ul style="list-style-type: none"> <li>• As necessary, relevant staff are trained to support specific medical needs, e.g. Epipens.</li> <li>• A log of individual children and their medical needs is updated regularly and shared with all staff to ensure they are aware of the medical needs of individuals, which will also be highlighted on Risk assessments that are completed for school visits;</li> <li>• Children who have more complex medical needs will have a Care Plan drawn up in consultation with the School Nurse</li> <li>• Our Behaviour Management Policy, which includes guidance on expectations, rewards and sanctions, is fully understood by all staff. The Behaviour logs are monitored closely to ensure that appropriate action is taken to support individuals with ongoing behaviour needs.</li> <li>• In some circumstances where a child may have ongoing behavioural needs linked to SEND then a Behaviour Management Plan will be created by the SENCo and class teacher to ensure that everyone uses a consistent approach should they have to manage the needs of the individual child when they arise.</li> <li>• We regularly monitor attendance and take necessary action to prevent prolonged unauthorised absence. We work in close collaboration with the Inclusion Officer.</li> <li>• Where families are considered more vulnerable they have the opportunity to receive a voucher each term, which can be redeemed for school uniform, school trips, to attend clubs etc. The vouchers are rewarded if attendance is consistently higher than 90%.</li> </ul>
6	<p><b>What specialist services and expertise are available at or accessed by the setting / school / college?</b></p>	<ul style="list-style-type: none"> <li>• We have a number of established relationships with professionals in health and social care who we work closely with in order to meet the needs of individual children effectively;</li> <li>• The Specialist Teachers for Inclusive Practice (STIPS) work as part of the Surrey Education team. We can refer children to them where there is a need to explore the reasons why a child maybe experiencing difficulties with learning or exhibiting challenging behaviour;</li> <li>• CAMHS offer support to children who may have mental health issues and the school will seek advice or make referrals as necessary.</li> <li>• Educational Psychology work as part of the Surrey Education team. We can refer children to the EP if there are increasing concerns regarding learning or behaviour.</li> <li>• Physical and Sensory Support team work as part of the Surrey Education team. They help to ensure that we have appropriate provision for pupils with a disability.</li> <li>• Specialist teachers for pupils with a hearing impairment (STHI) or visual impairment (STVI) review named pupils and their provision on a termly basis.</li> <li>• The Speech and Language Therapist (SALT) works as part of the Surrey Education team. They provide advice and review for pupils who have Speech and Language needs identified on their EHCP. Additionally, following referral and acceptance, they can offer advice for pupils who form part of the 'core' case load.</li> <li>• Use is made of the Freemantles' Outreach Service who offer support and advice to us and parents for pupils who have a diagnosis of ASD or who are displaying traits of ASD.</li> </ul>

		<ul style="list-style-type: none"> <li>• The School Nurse visits school to do some health checks at specific points in a child's development. We are able to refer children to the school nurse team where there is a concern around health and welfare. The input that the School Nurse gives may not take place at school but in the child's home.</li> <li>• Surrey Young Carers are a charity run organisation specialising in helping and supporting families and young carers. We refer children to Young Carers where we feel that this extra support may help an individual cope better and understand the needs of a family member with an illness or SEND.</li> <li>• The Occupational Health Service can offer recommendations to support fine and gross motor skills where children may have a specific difficulty. We refer children to this service to seek advice on how to support fine and gross motor development. For some individuals this service also offers specific therapy that children are invited to attend off site.</li> <li>• REMA (Race Equality and Minority Achievement) work as part of the Surrey Education team to support the needs of children who have English as an additional language and those from Traveller communities.</li> </ul>
<b>7</b>	<b>What training are the staff supporting children and young people with SEND had or are having?</b>	<ul style="list-style-type: none"> <li>• The school has a very comprehensive monitoring and support process in place for both teaching and support staff.</li> <li>• All staff take part in INSET training days, which take place six times a year and cover a range of aspects of school life. The involvement of all staff demonstrates how we are committed to valuing the contribution of all members of the school community;</li> <li>• Where there are particular needs for children with SEND, individual staff will receive training in order to understand and provide effectively for that child. This can include going on courses, observing others within school who have SEND skills in a specific area, visiting other schools or through input from outside agencies.</li> <li>• Support Staff also receive regular training that is planned for by the Inclusion leader and can involve other members of the school team or visitors from outside agencies</li> </ul>
<b>8</b>	<b>How will my child/young person be included in activities outside the classroom including school trips?</b>	<ul style="list-style-type: none"> <li>• All children are able to take part in school trips. Additional staff will also be considered and chosen appropriately to support individual children with SEND so that they may take part in an outing or trip, including residential visits.</li> <li>• Before any trip takes place, a Risk Assessment is completed. The Risk Assessment must be agreed and signed by the Head teacher or, in her absence the deputy in order for a trip to proceed. Children with SEND will be taken into consideration when planning a trip and completing this assessment.</li> <li>• If appropriate, the school will contact parents to ensure they also have an input in preparing their child to take part in the school trip. They might be invited to accompany their own child on the trip if this is considered necessary.</li> </ul>
<b>9</b>	<b>How accessible is the setting / school / college environment?</b>	<ul style="list-style-type: none"> <li>• We have an Accessibility Plan in place and actions are highlighted in the School Development Plan;</li> <li>• The ground floor of the school is accessible to most.</li> <li>• The M Unit is not accessible to wheel chair users and there is no lift to the first floor of the Key Stage 2 building. Where access is needed, meetings are organised to take place on the ground floor to</li> </ul>

		<p>enable parents/carers to attend.</p> <ul style="list-style-type: none"> <li>• We are vigilant about making reasonable adjustments where possible.</li> <li>• We value diversity within our setting and opportunities are given to parents/carers whose first language is not English to participate fully in the life of the school;</li> <li>• Through REMA (Race, Equality and Minority Achievement Team) we are able to access Bi-lingual assistants who come into school to give further support to new arrivals who do not speak any English.</li> </ul>
<b>10</b>	<b>How will the setting /school / college prepare and support my child/young person to join the setting /school / college, transfer to a new setting / school / college or the next stage of education and life?</b>	<ul style="list-style-type: none"> <li>• We aim to make all our learners and families feel welcome. We work collaboratively with the admissions team to ensure we can accommodate new children positively;</li> <li>• Parents are encouraged to meet with the Head teacher or Deputy Head before their child starts at the school in order for us to start to get to know the family. Parents are given a tour of the school by the house captains so that they can gain a child's perspective of how the school operates;</li> <li>• A new child will be invited to spend a morning in their new class to meet their teacher, peers and to get used to their new surroundings before starting full time.</li> <li>• Where a child with an EHCP is due to transfer to a new school then this will be discussed and planned for at the transition review that takes place either in Year 1 or 5. We liaise with the receiving school and invite a member of the staff, Head teacher or Inclusion leader to attend the final review or additional meeting before transfer;</li> <li>• Where necessary the same pattern of support will take place for any child who has SEND but not necessarily an EHCP.</li> <li>• During the summer term we put in place a transition programme for children in Year 6 who are more vulnerable and will find the move to secondary school a challenge. This is planned in liaison with the year 6 staff and implemented by the schools Pastoral Support team.</li> <li>• All paperwork for any SEND child who moves school will be sent to the receiving school once we have confirmation of their attendance in the new setting.</li> </ul>
<b>11</b>	<b>How are the setting's / school's / college's resources allocated and matched to children's/young people's special educational needs?</b>	<ul style="list-style-type: none"> <li>• Our finances are monitored regularly and the head teacher, school business manager and governors oversee spending to support the strategic aims of our setting as well as individual learner needs;</li> <li>• Within the School Development Plan there is a budget that the Inclusion Leader agrees annually with the head teacher and school business manager to spend on resources for SEN children in line with the action plan for Inclusion;</li> </ul>
<b>12</b>	<b>How is the decision made about what type and how much support my child/young person will</b>	<ul style="list-style-type: none"> <li>• The school ensure that Ordinarily Available Provision is in place for all pupils, including those with additional needs.</li> <li>• Following the termly tracking meeting, pupils who are not making expected progress are identified and appropriate provision put in place for them.</li> <li>• Additional input or intervention is used in order to give each child the opportunity to progress. The</li> </ul>

	<b>receive?</b>	<p>experience and professional judgement of staff will ensure that each intervention will be suitably matched to meet the needs of each individual.</p> <ul style="list-style-type: none"> <li>• The SENCo oversees any additional support</li> </ul>
<b>13</b>	<b>How are parents involved in the setting/school/college? How can I be involved?</b>	<ul style="list-style-type: none"> <li>• It is fundamental that parents work together with the school to support each child's learning, needs and aspirations;</li> <li>• We have an open door policy and fully endorse parents and staff communicating with each other regularly to ensure each individual's needs are being met positively;</li> <li>• Parents receive topic planners each term giving them a knowledge of what their child will be learning about in the following half term.</li> <li>• Parents are invited to contribute through a number of means, which include communicating through the reading diary, supporting homework, attending parents evenings and meetings, helping out in class, helping out on school trips or events, attending workshops on key curriculum areas, supporting the Behaviour Management procedures, giving feedback on questionnaires and attending assemblies and celebrations each term;</li> <li>• Our Governing Body includes Parent Governors/representatives;</li> </ul>
<b>14</b>	<b>Who can I contact for further information?</b>	<ul style="list-style-type: none"> <li>• In the first instance, parents/carers are encouraged to talk to their child's class teacher.</li> <li>• If you would like more information regarding what we can offer your child, then please contact the school office on 01483 763114 for further information or to arrange a meeting with the Head teacher or SENCo.</li> </ul>