



What does having a child with SEND at a Barnes Farm School mean?

Barnes Farm SEND Coffee morning

Summer Term

Mrs Lisa Cato and Mrs Kirsty Robinson



Barnes Farm Infant School SENCO/EAL Leader:
Mrs Kirsty Robinson

Barnes Farm Junior School Inclusion Manager:
Mrs Lisa Cato

SENCOs in both school are fully qualified teachers and are currently in the process of achieving the National award in Special Educational Needs Coordination



Key Roles of the SENCO:

The IDENTIFICATION of children with special educational needs in the school

TRACKING and MONITORING the progress of children with SEND

Ensuring there is HIGH QUALITY TEACHING AND INTERVENTION for children with SEND

Developing the SEND PROVISION in the school further

Responsibilities:

Overseeing the day-to-day operation of the school's SEND policy.

Working as part of the senior leadership team to decide on SEND policy and practice.

Supporting the identification of children with special educational needs and disabilities.

Co-ordinating provision for children with SEND.

Liaising with parents of children with SEND.

Liaising with other providers, outside agencies, educational psychologists and external agencies.

Deploying staff.

Ensuring that the school keeps the records of all pupils with SEN up to date.



What should I expect from my SENCO?

How we aim to support you and your child:

- * Ensure that you are well-informed about the provision for your child.
- * Invite you to regular review meetings where you can discuss how things are going.
- * Liaise with outside agencies on your behalf.
- * Advocate for your child by understanding his or her needs and ensuring that everyone who regularly works with your child knows how best to support them.



SEND Identification

We recognise the importance of the early identification of Special Educational Needs. Children who are experiencing difficulty in one or more of the four broad areas of need are identified initially through discussions between teachers and parents. The purpose of identification is to work out what action the school needs to take, not to fit a child into a category. The four broad areas of need are:

- * Communication and Interaction
- * Cognition and Learning
- * Social, Emotional and Mental Health Difficulties
- * Sensory and/or Physical Needs



SEND Identification

Definition of Special Educational Needs and Disabilities (SEND)

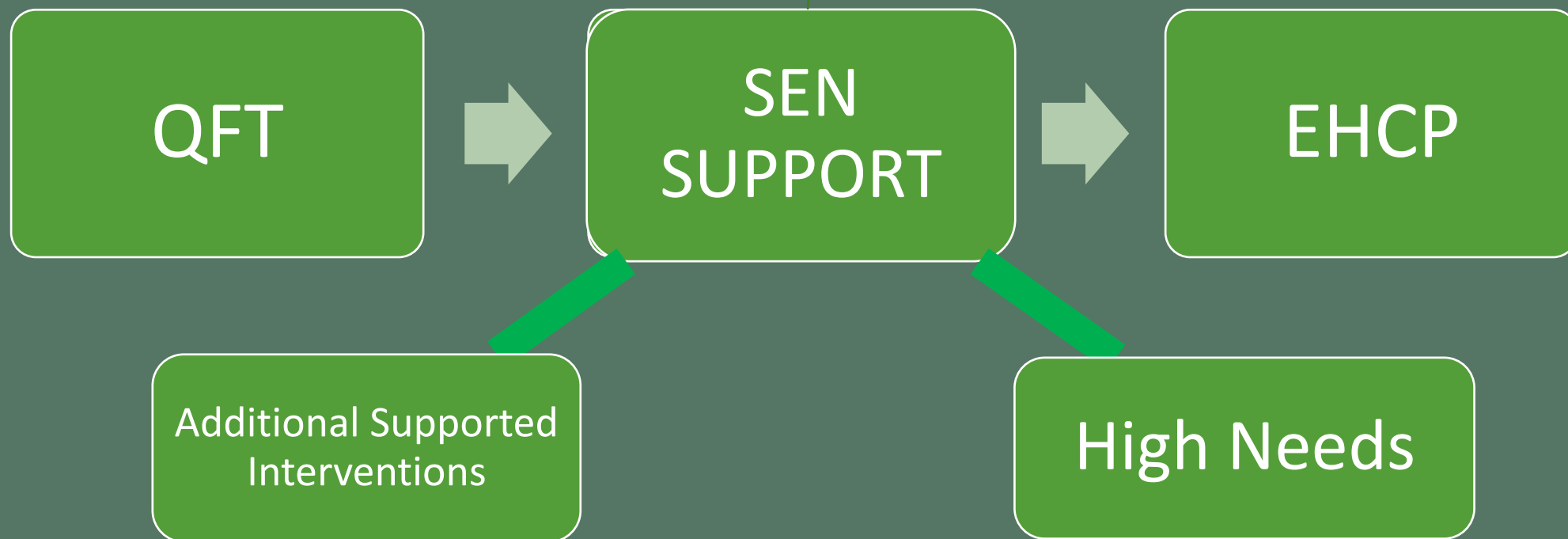
At Barnes Farm Schools, we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

SEN: “A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England”

Disability: “Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.”

Levels of SEND

Barnes Farm Schools Categories of Need





Levels of SEND Support in School:

QFT = Quality First Teaching

Children who in this category may be experiencing a period of slow progress. The SENCO and class teacher monitor these children closely and input provisions within or outside of the classroom to close the gaps in learning.

They may have a medical condition (such as ADHD or ADD) or be in the process of undergoing assessments for such conditions. At this time their academic progress may not be affected, however the SENCO will liaise closely with medical professionals.

If necessary, the class teacher and/or SENCO will meet termly with parents using the person centred approach to complete a 'What's working/What's Not Working' Review to ensure progress is closely tracked.

The Class Teacher will be the main point of contact for parents to review progress during Parents Evenings, but of course you are welcome to make an appointment to see the SENCO at any time



Levels of SEND Support in School:

SEN Support (formally known as School Action and School Action Plus)

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help the school ensure that effective provision is put in place and so remove barriers to learning.

The support provided consists of a four- part ongoing cycle:

- **Assess**

Parents will always be invited to this early discussion to support the identification of action to improve outcomes.

- **Plan**

Appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCO.

- **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher

- **Review**

Progress towards these outcomes will be tracked and reviewed termly with the parents



Levels of SEND Support in School:

SEN Support: - Additional Supported Inventions

Children who are not making expected progress or not working at the expected level for children of the same age, will receive additional SEN Support in school.

Children who cannot access the learning after the usual differentiation may be supported on a 1:1 basis at times, or take part in small group work within or outside the classroom.

Some children may also need support with emotional and social aspects of school life.

The class teacher and SENCO will meet termly with the child and family.

There will be one 'Person centred one planning' meeting to consider aspirations and outcomes for the child year and create an Action Plan.

There will also be 2 'What's Working/What's Not Working' review meetings to make amendments to the Action Plan.

Specialist teacher support, advice from medical professionals or consultation from our school Education Psychologist may be accessed.



Levels of SEND Support in School:

SEN Support: - High Needs

Children on our High Need register will be receiving SEN Support, but we may feel it necessary to involve further specialists or make an application for an Education, Health and Care Plan.



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EHC Plan –Education, Health and Care Plan

For a very small percentage of children, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs, in consultation with parents/carers.

This may result in an Education, Health and Care (EHC) Plan being provided by the local authority.

If an EHC plan is agreed, funds will be allocated to be spent on provisions for the child, this may be in the form of resources/equipment or additional adult support.



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Levels of SEND Support in School:

Criteria for exiting the SEND Register

A child may be removed from the SEND Register if:

- Their progress is such that they achieve what is broadly expected for a child of their age.
- The child no longer requires support which is additional to or different from what is normally provided within the class.

Parents/carers will always be informed if their child no longer requires SEND Support. If a child is taken off of the SEND Register, their progress will continue to be closely monitored by their class teacher and the Head Teacher.

Level of SEND contact summary

QFT

- **Main point of contact in school:** Class Teacher
- **Progress reviewed:** At Parent Consultation Evenings 2 x per academic year and on request of Class Teacher/Parent.
- Parents are welcomed to make an appointment to discuss and issues with the SENCO at anytime.

SEN SUPPORT

- **Main point of contact in school:** Class Teacher and SENCO
- **Progress reviewed:**
- 2 x Termly person centred reviews/reports.
- 1 x Main person centred/one planning review.
- Parents are welcomed to make an appointment to discuss and issues with the SENCO at anytime.

EHC Plan

- **Main point of contact in school:** Class Teacher and SENCO
- **Progress reviewed:**
- 2 x Termly person centred reviews/reports.
- 1 x Main person centred/one planning Annual Review (legal requirement)
- Parents are welcomed to make an appointment to discuss and issues with the SENCO at anytime.

Action Plans and Outcomes



Children on the SEND Register (SEN Support or ECH Plan) will have an Action Plan.

This will be contributed to by all the important adults in the child's life.

A meeting will take once a year to formulate the plan, taking into the consideration the child's (and parents) aspirations for the future (This can take anything up to an hour).

Using these aspirations and the other information collected during the meeting, the action plan and outcomes for the future will then be created by the SENCO and class teacher.

A copy will be sent home for parents to amend/agree.

All adults working with the child will be aware of the Action Plan.

The Action Plan will be an on-going document which will be amended as necessary.

It will be reviewed officially during 2 further termly 'What's working/What's not working' meetings (approx. 15 minutes each).



External Support/Outside Agencies

Barnes Farm Schools have links with other services and organisations such as:

- Local Authority Advisory Teachers
- Educational Psychologists – our school EP is Dr Christopher Norton
- School Nurse – our school nurse is Claire Plummer
- Speech and Language therapy Service
- Physiotherapists
- Occupational Therapists
- Community Paediatrician
- Clinical Psychologist
- Children's counsellor EWMHS
- Educational Welfare Office
- Social Services.



In School Interventions/Provisions

A full list of provisions/interventions can be found in our School Information Reports which can be located on the school websites.

Interventions may be carried out within or outside the classroom, individually or as part of a group.

They are usually run for a short period and progress is closely tracked.

The types of interventions that we run concentrate on supporting:

Reading

Writing

Maths/Numeracy skills

Social Skills

Listening/concentration skills

Emotional wellbeing

Physical fine and gross motor skills

Interventions are carried out by the SENCO, class teachers and LSAs.



Important SEND Information

SEND Code of Practice (2015)

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

The School **SEND Information Report**: Outlines the provision available in school and can be found on each of the schools websites.

Barnes Farm Infant and Barnes Farm Junior School's **SEND Policies** can also be located on the school websites.

<http://www.barnesfarminfants.co.uk/website>

<http://www.barnesfarmjuniors.co.uk/website>



What does having a child with SEND at a Barnes Farm School mean?

We hope that having a child with SEND at Barnes Farm Schools means that you will feel supported as a family to make decisions about your child's education.

At Barnes Farm Schools, we believe that every child is entitled to full access to the Foundation Stage and National Curriculum, including children who are especially gifted as well as those who have particular difficulties.

Of paramount importance to us is that you feel welcomed to discuss any issue and included in the planning for your child.

We hope that you have found this presentation useful and look forward to seeing you soon!