Barrington Primary

SEND Report

September 2020

The aim of this report is to give parents information about how we support children's learning in our school.

How are the schools resources allocated and matched to pupils?

How are decisions made about how much support my child will receive?

Our Primary School is an inclusive school and we offer a range of provision to support children with SEND, where the school has identified a need and staffing levels allow. Children's needs are identified in the termly pupil progress meetings and resources are allocated according to need.

All the interventions at our school are delivered by staff who have had training in running these groups. The provision in these groups is overseen by our Special Educational Needs Coordinator (SENCo), Gill Davies.

The effectiveness of every intervention run in school is monitored by the use of assessments at the beginning of the support work, which are repeated at least termly to monitor the impact the support is having on the children. Interventions are then modified, if necessary, in light of these assessments. Class provision maps are compiled by the class teachers and SENCo working together to document all forms of support being given to children in each class and the impact this support is having. Together these documents track the support being offered throughout the school and they are updated at least termly in discussions between the special needs coordinator, class teachers, head teacher and parents.

How will I know that the school will support my child?

How does the school know if pupils need extra help?

The progress of all children in school is underpinned by planning and assessment and the progress of every child in our school is assessed, monitored and discussed in termly pupil progress meetings between the head teacher, SENCo and every class teacher.
If any child is not making the progress we would expect, this is discussed with parents and support is put into place. Parent evenings are held in the autumn and spring terms and parents receive a

written report in the summer term, however if there are any concerns about a child's progress between these times teachers will contact the child's parents.

What training have staff who are supporting children with SEND had or are receiving?

Our school has a special needs coordinator (SENCo), Gill Davies who has completed the National Award for SEN Coordination and is responsible for advising class teachers about the provision they make for children with SEND (special educational needs and disabilities), and for overseeing our whole school provision. She can be contacted by email at head@barrington.cambs.sch.uk

We have an ongoing programme of training is in place for both teachers and teaching assistants to ensure that they have up to date knowledge of a wide range of needs and how best to meet these needs.

How will the curriculum be matched to meet my child's needs?

Classroom based strategies to ensure all teaching is as good as it can possibly be for all children (Quality First Teaching)

Access to a supportive environment • Use of appropriate visual timetables • Pre-teaching of strategies and vocabulary • Access to a laptop/ computer • Specialist equipment to enable children to access lessons • A dyslexia friendly environment
Provision to facilitate/support access to the curriculum • Small group support from a TA/ class teacher • One-to-one support in the classroom from a teaching assistant to aid access through support or modified resources/ language (if the school feels this is needed) • Individualised curriculum where necessary • Provision of quiet workstations to enable children to focus • Support for children to enable them to participate in school trips/ residential visits
Strategies/support to develop independent learning • Use of visual timetables, checklists, personalised success criteria • Visual support e.g. sequenced pictures, mind maps etc

- Scaffolding e.g. writing frames, story maps, task plans to provide a support structure to help children to complete a task.
- 'Chunking 'activities (i.e. grouping information and tacks together into meaningful groups)
- 'Dyslexia friendly' classrooms e.g. word mats
- Accessible resources readily available in the classroom that children can fetch if they need them.
- Use of step in, step out support to encourage independence
- Extension challenges for more able learners

Strategies to support specific areas of need

Strategies to support/develop literacy including reading

- Whole school activities to develop an enjoyment of reading (for example mystery readers, storytelling events whole class story)
- Small group targeted literacy support to boost reading , writing and spelling throughout the school
- Use of SEN friendly resources
- Programs of work tailored to the needs of children with severe SEN
- Use of writing slopes pencil grips and wedge cushions
- Extra opportunities to practice reading to a range of adults.
- Reading sessions with our school reading dog for children who would benefit from extra reading practice.
- Reading comprehension support programme for KS2 pupils (Inference Training)
- Enhance Rehearsal Technique to boost pupils' quick recall of sight vocabulary.

Strategies to support/develop numeracy

- Small group support in class through guided teaching
- Withdrawal in a small group for targeted intervention customised to the particular group of children
- Use of practical resources e.g. Numicom
- Termly assessments of children's mathematical knowledge followed by teaching tailored to filling gaps in their understanding.

• Pre-teaching and booster session to support all children with being able to access whole class maths lessons
Strategies/programmes to support speech and language • Individual interventions from Speech and Language Therapy Service (if the child meets the threshold level required for their support) • Implementation of their programmes by TAs trained in supporting speech and language needs • Support from a member of staff trained in speech and language strategies • Small group interventions to help develop children' speaking and listening skills

What specialist services or expertise are available at or accessed by the school?

We regularly work with a range of professionals including educational psychologists, specialist teachers and speech therapists. We also access to strategies/programmes to support Occupational Therapy/Physiotherapy needs (if the child meets the threshold level required for their support).

What support will there be to support my child's overall well- being?

We believe that children need to be happy and feel secure to make progress, and have a range of provision available to support children's wellbeing:

Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)

- Whole school work on developing all children's emotional literacy, empathy and resilience
- Individualised programmes of support implemented consistently by all staff
- Counselling (including YMCA services)
- Referral to appropriate outside agencies eg CAMHS (should the child meet their thresholds)
- Referral to the school nursing service.
- Construction club - Lego therapy group using Lego to develop team work and cooperation
- Social stories – using a purpose written story to explain and explore a social situation and different people's responses to it to develop children's understanding of that situation

Strategies to support the development of social skills

- Individual Social Skills programmes/support including strategies to enhance self-esteem
- Practical social skills programme for a small group of children
- Construction club - Lego therapy group using Lego to develop team work and cooperation

Strategies to support and/or modify behaviour

- All staff are trained in Cambridgeshire Steps and use a therapeutic approach to children's behaviour
- Use of school's behaviour policy and PSHE (personal, social and health education) policy
- Anger management/ use of quiet areas/ time out zones
- Home /school link books
- Regular meetings with parents
- Behaviour plans to ensure a joint home-school approach
- Support/supervision at less structured times of the day e.g. break and lunch times.

How will I know how my child is doing? How will I be involved in discussions about and planning for my child's education? How will you help me to support my child's learning?

We believe that good communication between home and school is essential for us to work effectively together to support every child.

We have a range of means of communication with parents, including:

- telephone
- email
- face to face meetings
- home school communication books

Barrington has been an Achievement for All school and was successfully awarded the AfA Quality Mark. We follow the AfA approach and, as such, we hold termly meetings for parents who are unsure how to support their child's learning at home to discuss strategies and plan how to work together to support their child's progress.

We liaise with a wide range of professionals (educational psychologists, speech therapists, school nurses, family support workers, parent partnership) and will help with explanation of professional reports to parents where it is helpful.

How will the school support my child in starting school and moving on?

We work to ensure smooth transition from pre-school into school and from primary school into secondary school, and between classes while within the school. This includes visits from school staff to the child's current class/ setting and series of visits for the child to their new class and specific individual programmes of transition activities.

What should I do if I think my child has SEND?

In the first instance please talk to your child's class teacher about your concerns. If you would then also like to meet with the school SENCo (Gill Davies) please arrange an appointment. She can be contacted by email (head@barrington.cambs.sch.uk) or by calling at the school office.

How will my child be included in activities outside of the classroom?

Our school is an inclusive school and we ensure that every lesson is accessible to every child whether it takes place in the classroom, the school grounds or off site.

To ensure that all children are able to access clubs that run in school a number of free clubs are provided and during lunch times our sports coach organises sporting activities that all the children can access.

How accessible is the school environment?

Our school building is on two floors and there is a lift to provide access to the first floor. Where there is a small flight of steps on the ground floor a lift has been installed to enable access.

Who can parents contact for further information?

In the event of any concerns about your child or our school's provision for children, parents should in the first instance discuss their child's needs and the provision that has been made with their child's class teacher. Any concerns that have not been addressed by this should be taken to the SENCo or head teacher. The school's governing body are the final point of contact for these concerns; our schools SEND governor is Steph Klockner.