



SEN Information Report for Barford Primary School 2023-24

Part of the Norfolk Local Offer for Learners with SEN

(Special Educational Needs)

Introduction

Welcome to our SEN Information Report which is part of the Norfolk Local Offer for Learners with Special Educational Needs (SEN). All Governing bodies of maintained schools have a legal duty to publish information on their website about the implementation of their policy for pupils with Special Educational Needs (SEN). This report is updated annually and is available on our school website and through the school office.

Adaptations offered to disabled learners are set out in the school's Access Plan.

At Barford Primary we provide a caring and nurturing environment for learning which encourages all children to develop their social and academic skills. We teach in a supportive, fun and challenging way in order to achieve this.

More information on the Local Authority's Norfolk Local Offer can be found here: <https://www.norfolk.gov.uk/children-and-families/send-local-offer>

If you think your child may have a special educational need please speak to their Class Teacher in the first instance. Alternatively contact the SENCO, Mrs Joanna Bailey, on senco@barford.norfolk.sch.uk or the Executive Head Teacher Miss Carla Stedman.

E-mail: office@barford.norfolk.sch.uk or call on 01603 759660.

Children and families Act 2014

The Children and Families Act (2014) aims to ensure that all children, young people and their families are able to access the right support and provision to meet their needs. The Act outlines the latest Code of Practice for children and young people with special educational needs and disabilities. The Act also provides greater rights to parents or carers of children with Special Educational Needs, to be more involved in decision making and funding.

Our Approach to Teaching Learners with SEN

At Barford Primary we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our school and we aim to be responsive to the diversity of children's backgrounds, gender, interests, experience, knowledge and skills.

We value high quality teaching for all learners and actively monitor teaching and learning in the school. For more information on our approach please see the range of policies on our school

website. (These include information on how children progress and acquire mathematical calculation abilities and how we use marking to develop the children's learning).

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners, and staff are continually assessing to ensure that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings, observations and inter-school moderation.

How we identify SEN

At different times in their school career, a young child or young person may have a special educational need. The 2015 Code of Practice identifies SEN as:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age: or**
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”**

If a learner is identified as having SEN, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning.

At Barford Primary, children with SEN have been identified as follows:

- Assessment and monitoring by the class teacher that identifies children performing below age related expectations and needing additional support in order to progress with their learning or where progress has stalled or test scores raise concern.
- Concerns raised by a parent – either when the child enters our school or at any other stage within their child's education.
- Concerns raised by staff members regarding the child's behaviour or self-esteem that is affecting their learning.
- Information from a previous school or Nursery where the child has attended.
- Information from external agencies.
- Other diagnosis from health professionals such as a paediatrician.
- Children expressing concerns about their own learning.

Barford Primary SEN profile

	Our school Number	Our school Percentage	National Percentage
Total pupils with SEN	14	15.5%	
Total pupils with EHCP	2	2%	4.3%
Total pupils at SEN Support	12	13%	13%
	SEN Support	EHCP	Group Total
Year R	0	0	0
Year 1/2	2	0	2
Year 3/4	3	1	4
Year 5/6	7	1	8

Year Group Distribution of Pupils at SEN Support (including those with EHCP)

	Cognition & Learning	Communication & Interaction	Social, Emotional & Mental Health	Physical and or Sensory
Year R				
Year 1/2		2		
Year 3/4		2	1	
Year 5/6	2	4		1
Percentage	14%	57%	7%	7%

Provision map – September 2023. This shows the main interventions for children on the SEN register that are additional to, or different from the provision available through the adapted support within every class.

Category	Intervention
Communication and interaction	Wellcomm, speech sounds & sound awareness interventions, small group work for interactions
Cognition and learning	Breaking barriers with numicom, star club phonics, precision teaching, Pivats maths & literacy, SNIP spelling, clicker 8, Working memory interventions, Reading between the lines 'reading comprehension', numbots/TT Rockstars, spelling shed. (these interventions being introduced 23-34)
	In class support for individuals and small groups.
Social emotional and mental health	Pastoral support. Drawing & Talking Working with Worries

Physical and sensory	Fine motor skills group, Sensory circuits, Sensory support in class and breaks, access to fiddle toys and equipment like ear defenders
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Interventions cover the 4 main categories of SEN:

- Cognition and Learning (including maths, reading, writing and spelling etc.)
- Social, Emotional and Mental Health Difficulties (including ADHD, ADD, Attachment Disorder, Eating Disorder, anxiety and depression),
- Physical, Sensory and Medical needs (including disabilities such as those affecting mobility, sight and hearing)
- Communication and Interaction (including but not limited to Speech and Language difficulties)

Our commitment to early intervention to support the very best outcomes for our children means that we continually assess and monitor children in order to ensure that they receive the very best support when needed.

Assessing SEN at Barford Primary

Class teachers, support staff, parents/carers and the learners themselves may notice a difficulty with learning. We ensure that assessment of educational needs involves the learner and parents/carers alongside the teacher. The Special Educational Needs Co-ordinator (SENCO) will also support the identification of barriers to learning. We have a range of assessment tools available. For some learners we may want to seek advice from specialist teams. In our schools and clusters we have access to various specialists, these include:

Educational Psychology and Specialist Support, Behaviour support service, Child and Adolescent support team, Child and Adolescent Mental Health Service, Inclusion Team, Social Services, Ormiston Families, Nelson's Journey, Link 1, Point 1, CADs, School 2 School Support, The Virtual School for Sensory Support, Access through technology Team and Speech and language therapists.

Children causing concern can be discussed at termly meetings with our Educational Psychologist and Specialist Learning Support Teacher to determine appropriate support and if necessary considered for specialist assessments. This will involve talking to parents, teachers and the child and will result in feedback and recommendations to support the child.

The authority also provide schools with guidance around the provision expected for children with differing challenges. These documents can be seen on the Local offer website [Special education provision we expect from places of learning in Norfolk](#)

What we do to support learners with SEN

All children at Barford Primary will receive quality first teaching in the classroom. Children requiring additional support will benefit from targeted work focusing on any areas of their

learning which need additional support. These are referred to as targeted learning outcomes. Each term teachers will meet with the parents and children receiving additional support to discuss progress and new targets. These will be bespoke to the pupil and will be broken into small, achievable steps and set out for the pupil on target cards. Teachers will then organise support to achieve these, this could be through focused group work, some individual support, particular time limited interventions and could include some ideas for support at home. The progress of this support will be recorded, and include time spent on intervention and costings. This will be presented as a provision map for each class. All targets will follow the graduated approach of assess-plan-do-review.

Our teachers will use various strategies to adapt access to the curriculum, this might include using:

- Visual timetables
- Writing frames
- Laptops or other alternative recording devices
- Peer buddy systems
- Positive behaviour reward systems
- Small group / individual intervention work with an adult

The SENCO reports to the governors on the provision available within the school and its impact on the progress of SEN learners.

We also make sure that where children are accessing the curriculum, additional support is provided during standardised testing where necessary. This may be a reader, a scribe, additional time or rest breaks.

Training

The school also has a commitment to identify training needs for all staff to improve the teaching and learning of children, including those with SEN, and ensure consistency of the school's approach for children with SEN. This may include whole school training on SEN issues to disseminate knowledge, strategies and experience to support identified groups of learners, or targeted training for individual teachers and support staff to support a child in their class.

Training this year has included:

SENCO: Regular SENCO Network meetings; PIVATS training, Speech & Language coaching, complex needs provision, consultations with Norfolk County Council including those around SEMH and autism.

Staff have had on-going CPD through staff meetings on Clicker 8, zones of regulation, target setting, EHCP referrals, scaffolding, precision teaching, breaking barriers, working memory and reading comprehension.

Funding for SEN

As of September 2023, our school receives £23,162 (2023-24) from the Local Authority to support the needs of learners with SEN.

This money can be used to provide specialist assessment, additional support or resources to support those children on the SEN record. Further support may be applied for through top up funding or requesting a statutory assessment of need if the child's needs are considered to be over and above those which would generally be met by the school. Monies received for higher level funding and attached to individual children is not included in the figure above.

The headteacher and SENCO in consultation with the staff will regularly review the level of need across the school and will allocate support accordingly.

How do we find out if this support is effective?

Monitoring progress is an integral part of teaching and leadership within our school. Parents/Carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEN. We follow the 'assess, plan, do, review' model.

Assess – this involves taking in to consideration all the information from discussions with parents or carers, the child, the class teacher and assessments. There are regular termly review meetings to discuss progress and next steps. However, if there are concerns in the meantime we would encourage you to contact the class teacher to express your worries.

Plan - this stage identifies the barriers to learning, intended outcomes, and details what additional support will be provided. Decisions will be recorded and form the basis for pupil progress interviews and Parent/Teacher Consultations.

Do - providing the support.

Review – measuring the impact of the support provided and considering whether changes to that support need to be made. Children, Parents/Carers and the teaching and support staff will be involved in reviewing progress. This review can be built in to the intervention itself and will be discussed at the regular termly meeting with parents.

If a learner has a Statement or an Education, Health and Care Plan (EHCP) there will also be a formal annual review.

Progress data of all learners is collated and monitored by Teachers, Senior Leaders and Governors. Our school data is also monitored by the Local Authority and Ofsted.

Other Opportunities for Learning

All learners should have the same opportunity to access extra-curricular activities, we aim to offer a range of additional clubs and activities. Please ask at the school office for more details.

We are committed to making reasonable adjustments to ensure participation for all, as all staff within Barford Primary work in accordance with the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass

or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments'.

The Equality Act 2010 definition of disability is:

“A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.”

Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

For more information about the Equality Act, the protected characteristics or duties on public bodies, please click [here](#).

Generic risk assessments are completed for all trips as required by the Local Authority. Individual risk assessments will be completed where a Special Educational Need or Disability would necessitate consideration of the provision or the environment so that any adjustments can be identified before the trip takes place.

Support for wellbeing

The school is committed to raising the profile of mental health issues and staff have received training to become ambassadors in several key areas of mental health and are available to offer pastoral support for children encountering emotional, social and behavioural difficulties. In addition to this the school has a dedicated pastoral worker who supports children to explore their feelings through play.

We also have access to a psychotherapist once a week who can help both parents and children.

Pupils with medical needs

If a pupil has a medical need then a detailed care plan can be drawn up with parents; this will cover any environmental adaptations or medical procedures/medications which will be necessary. These are then shared with all relevant staff members to ensure continuity of care.

Preparing for the next step

Transition is a part of life for all learners. This can be a transition to a new class in school, having a new teacher or moving on to another school. Barford Primary is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

On entry.

A planned programme of visits during the summer term for pupils due to start the following September will include “Getting to know you “ visits with parents/ carers and two induction morning visits to their new class by themselves. Other activities include an informal teddy bear’s picnic.

The Reception teacher will work with pre-school providers to identify any particular needs and parents are encouraged to work with the school on an individualised transition package for any children who have been identified as requiring Special Educational Provision.

Class transfers.

There is a structured introduction to new classes as children prepare to move to a new class. Presently this will happen every two years as each class is a mixed year group class. To support this move there will be:

Taster sessions in the weeks leading up to the summer holidays to familiarise them with their new teacher and classroom, information sharing sessions between teachers and if there are particular concerns the teacher is always willing to discuss concerns with parents. For any children who will find this particularly worrying, individualised packages can be arranged.

Secondary transfers.

Secondary schools have well established programmes for transition. This will involve collecting information from the teachers and SENCO regarding any children who need particular provision. Transition days will be set up for the children to visit and this can include extra visits for children who need it. Records of intervention and assessments will be sent on to the school prior to the children starting in September. Parents are encouraged to contact the SENCO for reassurance if there are particular concerns.

The Local Offer

The Local Offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families. The Local Offer to provide parents/carers with information about how to access services in their area, and what they can expect from these services.

With regard to Education, it will let parents/ carers and young people know how school and colleges will support them, and what they can expect across the local settings.

Who can I contact for further information?

If you wish to discuss your child’s needs or are unhappy about something regarding your child’s schooling, please contact Miss Stedman, the school’s Head Teacher. Alternatively, you can speak to the SENCO, Mrs Bailey or the SEN Governor, Anna Palmer.

Appointments can be made through the office.

Tel 01603 759660

Email office@barford.norfolk.sch.uk

senco@barford.norfolk.sch.uk

Please do not hesitate to ask if you have further questions.

Useful links

The Norfolk Local Offer is available at:

http://www.norfolk.gov.uk/Childrens_services/Special_educational_needs_and_disabilities/index.htm

The Special Educational Needs and Disability Code of Practice:0-25 years

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/325875/SEND-Code_of_Practice-June2014.pdf

As the parent of a child with SEND you will find the following link to Norfolk SEND Partnership will contain lots of useful advice and guidance

<http://www.norfolksendpartnershiass.org.uk>

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