



Date of Report: September 2017

The kinds of special educational needs that are provided for in school

Barnby Dun Primary Academy recognises that all children are unique individuals with a wide range of abilities, interests, strengths and weaknesses. We also recognise the entitlement of all children to a broad and balanced education, including the National Curriculum, regardless of physical, sensory, learning or social, emotional and mental disabilities. All children should have access to an appropriate education that affords them the opportunity to achieve their personal potential.

Barnby Dun Primary Academy has a supportive approach to meeting the needs of pupils with Special Educational Needs and/or Disabilities and we are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

We endeavour to be as inclusive as possible, offering wheelchair access to all rooms and the playground. A Sensory Room is on site and supports children's visual, tactile and auditory needs. Barnby Woods is a sensory woodland area and the school continues to work hard to develop opportunities for children to use the outdoor environment.

At Barnby Dun Primary Academy our policies and practices reflect the changes in legislation. The Children and Families Bill 2013 has changed legislation regarding children and families. The new SEN Code of Practice which is part of the bill that came in to effect in September 2014. The vision is that:

- Children's special educational needs are picked up early and support is routinely put in place quickly. staff have the knowledge, understanding and skills to provide the right support parents know what they can reasonably expect without having to fight for it
- aspirations for children and young people are raised through an increased focus on life outcomes
- for more complex needs, an integrated assessment and single education, health and care plan is in place from 0-25 years

Parents and young people will have greater control over the services that they and their family use.

The name and contact details of the SENCO (mainstream schools) and further contacts where parents/ carers may have concerns

- o Assistant Head/ SENCO/Inclusion Manager – Mrs Pedder 01302 883917
 - o SEND Governor – Mr Shaw
 - o Deputy Headteacher – Miss May
 - o Headteacher – Miss Robinson
 - o Special Educational Needs Office Telephone: 01302 737209 or 737210 or 737211
- Address - Doncaster Council , Civic Office, Waterdale, Doncaster, DN1 3BU

Policies for identifying children and young people with SEN and assessing their needs

(list all relevant policies)

All policies are on accessible from the school website

http://www.barnbydunprimaryacademy.co.uk/Pages/school_policies.htm

- SEND Policy
- Inclusion Statement Policy
- Vulnerable Child Policy
- Safeguarding Policy
- Intimate Care Policy
- Assess Plan
- Behaviour Policy
- Positive Handling Policy
- Anti-Bullying Policy
- Attendance Policy
- Admissions Policy
- Gifted and Talented Policy
- Complaints Policy

Keeping Children Safe 2016 Document has been read and understood by all teaching and support staff.

Arrangements for consulting parents of children with SEN and involving them in their child's education

- All parents have an open invitation to contact school at any time regarding their children. Parents are asked to make an appointment, wherever possible. This will usually be with the Class Teacher, although it may be with the SENCO/Inclusion Manager, or both if necessary.
- The school holds termly parents' evenings where learners' progress is discussed.
- The Class Teacher, SENCO, Deputy Head and Headteacher 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 discussed with you with the person involved directly, or where this is not possible, in a report. The SENCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.
- Home Learning will be adjusted as needed to your child's individual needs
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- From September 2014, a more family centred approach to reviewing children's achievements and setting new targets will begin. Meetings will be held three times a year for parents of children who have a Personal Learning Plan (PLP). These occasions will be used to review PLP's and jointly set targets. The SENCO, Class Teacher, Parents and children (where appropriate) will attend.
- Where opportunities arise, teachers and TAs will show parents ways of helping their children.
- We regularly hold workshops for parents of all children in the school, for example in relation to reading, phonics or maths. We will be happy to discuss any necessary adaptations for your child.
- We would like you to talk to your child's class teacher regularly so we know what they are 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.

Arrangements for consulting young people with SEN and involving them in their education

We encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills. This approach continues throughout the school.

- Children are involved at an appropriate level in setting targets in their PLPs (Personal Learning Plans) and in their termly PLP review meetings. Children are encouraged to make judgements about their own performance against their targets. To ensure that the child is involved in their education, with support, they are asked to complete a 'One Page Profile' using headings 'what people like and admire about me', 'What's important to me' and 'how best to support me'. These can be shared at the child's SEN Support Review, if on a PLP or Annual Statement Review.
- Education Health Care Plan (EHCP) reviews for statemented pupils, involving parents and all relevant agencies are conducted annually and a 'Plan-do-review' approach will be done three times a year. Written reports are requested by letter from parents and all relevant agencies associated with the child and circulated to everyone invited to the review meeting well in advance. Older children with a statement of SEN/D are encouraged to express their opinions as part of their annual review. We recognise success here as we do in any other aspect of school life.
- Children are encouraged to express their opinions as part of TAC/CAF (Early Help Assessment) meetings, as appropriate.
The school has a SEN/ Inclusion Consultation Group and children's opinions and ideas are shared with staff and developed where possible.

Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review

- At Barnby Dun Primary Academy children's progress is continually monitored by his/her class teacher.
- Pupil Progress Meetings are held termly with the Class Teacher, Deputy Head and SENCO/ Inclusion Manager.
- Class Teacher's and SENCO map the Provision the child needs carefully and this is reviewed at least three times a year.
- Opportunities are provided for parents to work with their child as part of the assessment and review through termly 'SEN Support Review meetings.
- Carers of children looked after (CLA) are invited by Social Workers to meet with the school and child (where appropriate) to assess and review the child's progress.
- Parents and Carers of children who have regular Team around the Child (TAC) meetings are encouraged to support with the review of previous targets and the setting of new actions.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed, in Year 6 using Standard Assessment Tests (SATs).

This is something the government requires all schools to do and are the results that are published nationally.

- The SENCO will also monitor that your child is making good progress within any individual learning and in any group that they take part in.
- A range of ways will be used to keep you informed, which may include:
 - Home/school contact book
 - Letters/certificates sent home
 - Additional meetings as required
 - Annual Reviews
 - End of Year Reports

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society

- All children complete a 'Personal Passport' which includes information about themselves for their new Class Teacher.
- The school supports transition from Primary Education to Secondary by arranging student visits to the school, taster days, activity days and Summer Activities. The Class Teacher's and SENCO/Inclusion Manager will arrange extra visits (if required) for vulnerable children and children with SEND. Transition meetings will be available for parents, children and staff to discuss concerns and enabling a smooth transition for all children.
- Extra transition support for moving between classes at Barnby Dun Primary Academy is put in place for children with SEND and vulnerable children. This includes taking pictures of their new classroom, teacher, support staff, friends and coat peg. Extra transition arrangements can be made depending on the individual child's needs. A copy is sent home to support the child over summer with their new transition to a new class.
- Transition visits from Pre-school are made in order to prepare our youngest children for school.
- Transition meetings are held in the summer term to support the next stage of children's learning and to ensure the future class teacher/ TA's are prepared well in order to best support children.
- Class Teachers and professionals from outside agencies and transition schools are invited to attend meetings in order to prepare a smooth transition to Secondary School/ new class.
- Class Teacher/ Phase Leader for Foundation Stage visit Pre-School and discuss the needs of children to ensure they have a smooth transition. If required, TA's and Teachers have previously observed children in their previous setting in order to best prepare for the child entering school.
- Opportunities to participate (with support) in a range of clubs such as Arts and Crafts, Football and reading. Sport clubs often involve visiting competitions at different schools.
- Annually, Year 6 visit Crucial Crew, which is a multi- agency approach to passing on safety messages to Year 6's.
- LSA's attend Year 6 Residential to Kingswood to support children on Statements/ EHCP's.
- Additional TA's support children with SEN on school trips/ Residential.

Approach to teaching children and young people with SEN

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adapted to enable your child to access their learning as independently as possible.
- Specially trained support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and increase your child's access to what is on offer.
- Assess, Plan, Do, Review approach is used in order to effectively create and teach SMART Targets. These targets are often created in SEN Support Meetings, often with input from outside agencies and are then used to create Personal Learning Plans (PLP's) for children with SEN&D.
- It is important that teachers, LSA's and TA's build positive relationships with all children and ensure their voice is heard.
- Pupil's with SEN and also vulnerable pupils create a One Page Profile in order to share with their Class Teacher's/ LSA's/ Ta's their successes, what they find difficult and best ways in which they can be supported.

How adaptations are made to the curriculum and the learning environment of children and young people with SEN; schools should include details of how the broad and balanced curriculum is adapted or made accessible for pupils with SEN

- For the most part, children with SEN/D are given access to a broad and balanced curriculum within the normal classroom setting, through the careful planning of appropriately differentiated activities. At this time, available classroom support may be on an individual basis or within a small group.
- It may be necessary for a child, or a small group of children to be withdrawn to a quiet working area for a particular purpose. This may be with a teacher, a Learning Support Assistant or adult helper. Appropriate material may be chosen from a wide range of SEN/D resources to support the learner.
- It may be necessary to have a specific resource in the environment to support a child such as a work station, move and sit cushion, fiddle sensory resources, ear defenders or a writing slope to support them.
- The school creates an Access Plan, which can be accessed via the school website and is updated annually or as and when required.

The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured

- The SENCO/ Inclusion Manager's job is to support the class teacher in planning for children with SEN.
- The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners

in school, such as ASD, dyslexia etc.

- Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with a SEND.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the ASD Outreach Service, Safeguarding or medical /health training to support staff in implementing care plans.
- Individual training for an identified staff member linked with the needs of a child with special educational needs and/or disabilities or identified through the performance management process.
- All Teachers and some LSA's/ TA'S have had TEAM TEACH Training 23rd September 16. SENCO has created Incident Plans and Report Incident Forms and these have been shared with staff. A 'Positive Handling File' is accessible for all staff to read and sign.
- Specialist training for staff in the designated special provision, including a post graduate qualification in many cases. The Special Educational Needs and Disability Regulations (2014) states; the appropriate authority of a relevant school must ensure that the SENCO appointed meets all of the requirements in either paragraph (2) or (3).

(2) The requirements in this paragraph are that the SENCO—

(a) is a qualified teacher;

(b) if required to complete an induction period under regulations made under section 135A of the Education Act 2002(1), has satisfactorily completed such an induction period; and

(c) Is working as a teacher at the school.

(3) The requirement in this paragraph is that the SENCO is the head teacher or acting head teacher (or equivalent in the case of an Academy school) of the school.

(4) Where a person becomes the SENCO at a relevant school after 1st September 2009, and has not previously been the SENCO at that or any other relevant school for a total period of more than twelve months, the appropriate authority of the school must ensure that, if the person is the SENCO at the school at any time after the third anniversary of the date on which that person becomes a SENCO, that person holds the qualification - postgraduate qualification in special educational needs co-ordination.

- Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the Headteacher or SENCO/ Inclusion Manager.

Evaluating the effectiveness of the provision made for children and young people with SEN

- The SEN/D Policy will be evaluated on an annual basis in accordance with The New SEN Code of Practice 2014 and The Equality Act 2010. The policy is updated as required and through whole staff consultation. Any plans for the modification of SEN/D provision will be identified in the School Improvement Plan.
- Class Teachers map the provision required for each child on their Class Provision Overviews and these are monitored and revised at least termly. Provision is adjusted as often as needed depending on the child and their needs.
- The SENCO/ Inclusion Manager monitors the impact of the interventions and supports Class Teachers through Provision Mapping.
- The SENCO/ Inclusion Manager also monitors and costs how effective interventions taught have been and by whom. These are recorded on the Provision Map.

- The Deputy Head (Assessment Leader) and Assistant Head/ Inclusion Manager meet with Class Teachers termly for Pupil Progress meetings and discuss the effectiveness of provision and set actions to further improve provision made.

How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN

- All children with SEN/D are fully integrated into the social and academic life of the school and are encouraged to take part in all activities including extra-curricular activities. Through appropriate curricular provision, we respect the fact that children:
 - Have different educational and behavioural needs and aspirations.
 - Require different strategies for learning.
 - Acquire, assimilate and communicate information at different rates.
 - Need a range of different teaching approaches and experiences.

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying

At Barnby Dun Primary Academy we respond to children's needs by;

- Providing a stimulating, exciting school and classroom environment which will increase motivation and arouse interest and curiosity in all our children, including those with disabilities or learning difficulties.
- Trying to use a variety of teaching strategies to meet the needs of children with different learning styles; developing children's understanding through the use of all available senses and experiences
- Encouraging the development of self-confidence and self-esteem in a climate of care and support, where each child feels valued and able to risk making mistakes without fear of criticism.
- Actively involving children in their own learning and setting their own targets, encouraging them to talk about their work and recognise their own achievements. Targets which are set may need breaking down into small achievable steps in order to promote success.
- Providing appropriate support for any child who needs help to access the curriculum.
- planning for children's full participation in learning, and physical and practical activities through appropriate differentiation
- Keeping groupings of children flexible, depending on the type of activity. Arranging groupings in such a way as to provide co-operative learning when possible.
- Being sensitive to individual children's needs, respecting and valuing their efforts and achievements, while at the same time providing activities which will further promote learning.
- Helping children to take responsibility for the behaviour.
- Supporting children with social and emotional needs through interventions such as Play Therapy, Thrive, Lego Therapy, Art Therapy, Gardening/ Nurture Group and Social Stories.

- Having a whole class approach to achieving a target linked to Investor's In Pupils.
- Anti-Bullying Ambassadors in school support children in having positive playtimes such as playing and leading games and preventing bullying.
- Playground Buddies support children in having a happy playtime by inviting them to play games or finding them a friend to play with.
- The Inclusion Manager is a trained Thrive Practitioner. Teachers and TA's have been trained in school to support children with Thrive.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families

- The school has close links with the following agencies and works hard to share knowledge and receive advice for the benefit of learners. The school values this support and is always willing to support other agencies by providing information about learners' progress.
- The Inclusion Manager will contact the relevant agencies as needed. This could be as a referral or for advice. Meetings will be set up with children and parents as needed.

Outside agencies working in partnership with Barnby Dun Primary Academy are;

- Speech and Language Therapy,
- Occupational Therapy (for pupils with fine and gross motor needs or additional touch, movement, smell, taste, sight, hearing or balance needs),
- Physiotherapy,
- Child and Adults Mental Health Service (CAMHS – Identifying and assessing ADHD and mental health concerns,
- Educational Psychology,
- School Nursing Team
- The Local Authority ASD, Visual Impairment and Hearing Impairment Team's (SPED),
- Early Help Hub
- Bentley High Street Primary Learning Centre (PLC),
- Outreach Support – Working alongside Special School's when identifying the needs of a child.
- B.E.A.K. Children's Centre,
- SAIDSEND - Support, **Advice, Information Doncaster Special Educational Needs** and Disabilities (formerly Parent Partnership Services).
- Child Protection - Referral and Response
- DSCB – Doncaster Safeguarding Children's Board
- Doncaster Families Information Centre
- Learner engagement/Education Welfare Services
- Early Years Team
- Aiming High

- Such agencies are always welcome in school to talk to learners, parents, and school staff or make observations. Arrangements are made to release relevant personnel to allow discussions to take place. The Inclusion Manager co-ordinates CAF and TAC meetings and visits, inviting relevant staff and parents to be involved where necessary

- The school (or you) can request that the Local Authority carry out a statutory

assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

- o After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all the professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at School Action Plus.
- o The Academy can request an assessment for Higher Needs Block Element 3 Top Up Funding for children who are at SEN Support but do not require an EHCP.
- o EIA (Early Intervention Allowance) can be continued into Reception (FS2) from Nursery Provision. Assess Plan Do Review process is required. The EIA will cease at the end of FS2. If further support is required a request for Higher Needs Block Funding or EHCP will be made.
- o The Statement or ECHP will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child. An adult will be identified in school to be your child's key worker. This adult may be used to support your child with whole class learning, run individual programmers or run small groups including your child. This type of support is available for children whose learning needs are:
 - Severe, complex and lifelong,
 - Need more than a specified number of hours support in school.

GLOSSARY OF TERMS

IEP	Individual Education Plan
PLP	Personal Learning Plan
S	Statement stage of the SEN Code of Practice
SA	School Action stage of the SEN Code of Practice
SA+	School Action Plus stage of the SEN Code of Practice
SEN/D	Special Educational Needs and or Disabilities
SEN Code of Practice	The legal document that sets out the requirements for SEN
EHCP	Education, Health, Care Plan
SEN	Special Educational Needs
SLCN	Speech, Language and Communication Need
CAMHS	Child & Adolescent Mental Health Service
EP	Educational Psychologist
SENCO	Special Educational Needs Coordinator
ASD	Autistic Spectrum Disorder
SEM	Social, Emotional and Mental

Arrangements for handling complaints from parents of children with SEN about the provision made at the school

The procedure for any complaint is set out in school's Complaints Policy which can be found on the School Website.

Parents are invited to contact the school if they have any concern. If the member of staff he/she wishes to talk to is unavailable, mutually agreed arrangements are made to discuss the matter as soon as possible.

It is usual for complaints to initially be brought to the class teacher. If unresolved to the satisfaction of the parent / carer, the complaint will be referred to the Phase Leader, Assistant Head (Mrs Pedder), the Deputy Head (Miss May) or The Headteacher (Miss Robinson). Where the parent / carer feels the complaint needs to be taken further the matter will be referred to the appropriate governors' sub-committee.

Under the Special Educational Needs and Disability Regulations 2014 and The SEN and Disability Act 2001, parents will also be able to request independent disagreement resolutions. The school will make further information about this process available on request.

Details of the school's contribution to the Local Offer, including information on where the Local Authority's Local Offer is published

All Doncaster schools have a similar approach to meeting the needs of pupils with Special Educational Needs and/or Disabilities and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and/or Disabilities being met in a mainstream setting wherever possible, where families want this to happen.

Barnby Dun Primary Academy's Local Offer and SEN Information Report can be accessed via the school website <http://www.barnbydunprimaryacademy.co.uk>

The Local Offer and services can be accessed via the Local Authority's website.

The Families Information Service website is;

www.doncasterchildrenandfamilies.info/disabilities.html

Please note:

The above should include arrangements for supporting children and young people who are Looked After by the Local Authority and have SEN.

Schools should ensure that the information is easily accessible by young people and parents and is set out in clear, straightforward language.

Schools should also make data on the levels and types of need within the school available to the Local Authority. This data will be required to inform local strategic planning of SEN support, and to enable the Local Authority to identify pupils who have or may have SEN. Such data, collected through the School Census, is also required to produce the national SEN Information Report.