

# Barnwell School SEN Information Report



*Achieving Excellence Together*

*Inclusion is a whole school responsibility and the staff and governors of Barnwell School aim to ensure that all students, regardless of their ability, are supported to achieve their full potential. All students, including those with a disability or with Special Educational Needs (SEN) are fully included in the school community and have equal access to a broad and balanced curriculum with appropriate additional provisions to meet individual needs.*

Reviewed January 2019

## 1. How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

- Early contact is made with prospective parent/carers and students (year 5/6) early in the autumn term with additional visits and/or meetings provided to inform the choice of secondary provision.
- The SENCo will liaise with the SENCo from the feeder primary schools making additional visits to observe students and meeting with other relevant stakeholders as appropriate.
- A robust transition programme ensures that there are multiple opportunities to gather information about a student prior to entry.
- Prior attainment information is provided by the feeder primary school.
- The LASS assessment; which provides a profile of learning strengths and weaknesses and is a useful tool for screening for dyslexia is undertaken prior to entry or in the first few weeks of term.
- If a student moves to Barnwell from another school, then information is sought so that any special educational needs are known on entry.
- Student progress is closely and regularly monitored by subject staff and the heads of KS3/4 progress.
- Parents are informed of levels of progress 3 times a year.
- Parents can contact individual teachers, form tutors and/or the SENCo to discuss any concerns regarding the progress or needs of their child.
- Students are actively encouraged to discuss their progress.

## 2. How will school staff support my child?

Support received is based upon an assessment of the needs of the individual student and will vary accordingly.

- Teaching and support staff are informed of the needs of individual students through an inclusion register and additional information.
- Appropriate strategies to address the needs of individual students will be discussed with the parents/carers and the student and be implemented either in class or through additional intervention programmes.
- A graduated response to intervention is implemented with quality first teaching and differentiation in the classroom as a starting point.
- Additional interventions will be implemented if difficulties persist – see below for possible interventions.
- Interventions will be reviewed at least termly.
- Pastoral input is from the Head of College and form tutor.
- Referrals to outside agencies are made as appropriate to need.
- The SENCo and Lead SEN Teacher will support staff in developing strategies for addressing the needs of individual students in subject lessons and through additional interventions.
- Provision for behaviour management is through the PAD on Middle school (see additional information).
- The Assistant Head teacher for Inclusion has an overview of provision for students with additional needs in the school and also has responsibility for safeguarding and for Children Looked After.

### **Interventions may include;**

- Individual and small group literacy lessons
- Individual and small group numeracy lessons
- In- class TA support
- A key worker for students on the autistic spectrum
- Speech and Language programmes
- A transition provision for low achieving and vulnerable year 7 students.
- The use of computer based programmes for literacy and numeracy development.

- Access arrangements for qualifying students for exams and assessments.
- College vocational course for selected students.
- School based report system.
- Time –out cards
- Lunchtime social skills group for identified students.
- Supported homework club.
- Promoting achievement department (PAD)
- Individual progress plans
- Reward based interventions to promote achievement and progress.

### **3. How will I know how my child is doing?**

- Monitoring – data is tracked three times a year and the information is sent to parents.
- Monitoring from the head of KS3/4 progress.
- Phone and e-mail contact with parents
- Annual parents evening.
- Annual parent information evening
- Annual report
- Meetings as required or requested with school staff and outside professionals as appropriate.

### **4. How will the learning and development provision be matched to my child's needs?**

- Quality first teaching and differentiated work in the classroom is the starting point in response to meeting the needs of a student.
- Where required, additional support in the form of individual or small group intervention programmes will be implemented.
- A regular review of provision will indicate whether a programme needs to be amended according to the impact the provision has made.
- A year 7 transition group is in place for a small number of students who enter the school with low levels of literacy and/or numeracy. These students are fully integrated into the school but follow a slightly modified curriculum (for year 7 only) to allow for additional work and reinforcement on basic skills.
- The views of parents/carers and the student are sought and targets for progress mutually agreed.

### **5. What support will there be for my child's overall wellbeing?**

- There is a strong pastoral system in school with a 'schools within schools' college system to ensure that all students are known personally.
- Heads of College and form tutors will liaise with parents regarding any concerns.
- The views of the students are sought and considered.
- Attendance is closely monitored.

### **6. What specialist services and expertise are available at or accessed by the school?**

- A Learning Support department with a SENCo, Lead SEN teacher, and team of teaching assistants.
- The school has Dyslexia mark.
- PAD provision and relevant outside agency input for behaviour management.
- Alternative provisions for students at KS4 where appropriate to need.
- Referral and liaison with outside agencies; Educational Psychologist, Speech and language therapist, Autism advisor, hearing impairment advisor, Child development centre, ADHD nurse, CAMHS, School family worker, Connexions, Attendance officer, School nurse team, ESTMA, Step 2, additional medical professionals, TYS, Virtual school.

**7. What training have the staff, supporting children and young people with SEND, had or are having?**

- There is an on-going programme of SEND training for staff which includes; Autistic Spectrum disorder, Specific learning difficulties, The effective use of TAs, the New Code of practice, differentiation and ADHD.
- Information is available to all staff regarding particular needs and the strategies that may be used to address them.
- The SENCo and specialist staff are available to advise and support staff within the school.
- The SEN policy is in place and available to parents.
- SEN provision is reviewed annually and the views of parents, students, support staff and teaching staff are represented.

**8. How will you help me to support my child's learning?**

- Meetings to suggest strategies and give feedback.
- Data track information sent home 3 times a year.
- Parents evenings
- Show my homework – an on-line facility so parents can track their child's homework.

**9. How will I be involved in discussions about and planning for my child's education?**

- Meetings – at least on a termly basis if additional interventions are in place with further meetings as required
- Parent information evenings
- Consultation with parents and students regarding wider school issues.
- SchoolComms
- Parents can contact the school to request a meeting to discuss any matter relating to their child's education.

**10. How will my child be included in activities outside the classroom including school trips?**

- All students have equal access to the curriculum.
- Trips and extra-curricular activities are open to all students and every effort is made to ensure that provisions are made for those with additional needs so that they can participate successfully.

**11. How accessible is the school environment?**

- There are ramps and safety markers in place around the school.
- The school has an access plan which is reviewed annually.
- Every effort is made to ensure that parents can communicate so signers, interpreters and translators are sourced as necessary.
- There is no lift in school so the upper floor classrooms are not accessible to wheelchair users.

**12. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?**

**Primary to Secondary**

- In addition to the Local Authority based transition group there is a robust transition programme to support students;
- SENCo visits to primary schools
- Meetings with parents where required
- Additional visits for students to undertake activities at Barnwell in the summer term prior to entry in September.
- Careful consideration of where a student is placed in teaching and tutor groups.

### **Key Stage 3 to key Stage 4**

- There is a thorough options process involving parents and students at all stages.
- Students have opportunities to visit the Upper school site and meet key personnel.
- Additional visits and support are provided if required.
- Exam access arrangements for qualifying students.
- Staff are informed of the additional needs of individual students.

### **Key Stage 4 to Key Stage 5**

- In-house advice on subject choices and signposting to appropriate courses.
- Connexions service involved where required.
- Exam access arrangements in place with reapplications made as necessary.
- Individualised support as required.
- Staff are informed of the additional needs of individual students.

### **Key Stage 5 and beyond**

- Individualised support as appropriate to need and chosen pathway.
- Liaison with college providers.

### **Transferring to a new school**

- Communication between Barnwell and the new placement will take place to ensure that the needs of the student are known.
- All relevant paperwork is passed onto the new school once the student is on roll.

### **13. How are the school's resources allocated and matched to children's special educational needs?**

- The school receives funding for all students plus a notional SEN budget for the school to use in meeting the needs of students with Special Educational needs. Some students also have allocated additional funding such as Exceptional Needs funding and pupil premium funding.
- The school ensures that resources are used appropriately and fairly and are reviewed and adapted according to the needs of the student cohort at any given time.

### **14. How is the decision made about how much support my child will receive?**

- The support provided is determined by the level and complexity of the identified needs of an individual and is agreed between school, parent/carers and the student.
- The support will be reviewed regularly.

### **15. How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?**

[www.hertsdirect.org/localoffer](http://www.hertsdirect.org/localoffer)

### **16. Who can I contact for further information?**

Mrs H Olcay	SENCo	<a href="mailto:h.olcay@barnwell.herts.sch.uk">h.olcay@barnwell.herts.sch.uk</a>
Mrs D Farrin	Lead SEN Teacher	<a href="mailto:d.farrin@barnwell.herts.sch.uk">d.farrin@barnwell.herts.sch.uk</a>
Mrs R Latta	Assistant Headteacher	<a href="mailto:r.latta@barnwell.herts.sch.uk">r.latta@barnwell.herts.sch.uk</a>